

Chesterfield County Public Schools'

DESIGN FOR EXCELLENCE:

*The 2007 – 2013 Strategic Plan For
Continuous Improvement and Vision Achievement*

Adopted December 11, 2007

CCPS Design For Excellence 2007-2013 Strategic Plan

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Introduction

This six-year *Design for Excellence* reflects eighteen months of work on the part of the School Board and Superintendent, staff, and over 240 internal and external stakeholders, who participated as members of Innovation Teams to set targets on key measures of success and to identify research-based strategies and annual action steps to achieve the objectives and meet our goals. The amount of stakeholder involvement in the development of this plan is unprecedented.

The plan is focused on improvement and vision achievement, defining approaches and steps to be taken to close gaps and achieve thriving, dynamic and inspiring schools that produce self-directed learners with 21st century skills and in which the community trusts and invests and from which it benefits.

It is important to note, in that regard, that this plan addresses those areas where we must change. Powerful, successful and essential activities that are functioning at high levels and are to be maintained and built upon for future success are not included in this plan for change. These include but are not limited to high school specialty centers, the two regional Governor's Schools, and our award-winning fine and performing arts programs, of which the system is justifiably proud.

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Acknowledgements

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Introductory Section Reader's Guide – Section Descriptions

Overview of CCPS – provides a narrative look at the school division, describes the plan framework, including the vision, mission, core beliefs and goals, and shows the organizational chart

Planning Context – describes state and federal factors which needed to be considered in developing this plan, including other plans required by state or federal law, the state law requiring this plan and establishing state standards for public education, and a description of various specialty programs and services provided by the school division

Needs Assessment – describes the identified needs of the school division that needed to be priorities in the plan, including preparing students for 21st century life and work, the status of the school systems on existing state and federal requirements, response to demographic changes in the County and the schools, and consideration of community expectations for its public school system

Action Plans – provides the strategies and actions selected to achieve the objectives and meet the goals established for the six years of the plan

Budget – The division's 2006-2008 adopted budget is provided.

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Overview of the School Division

Chesterfield County Public Schools educated 58,000 students in 2006-07. With growth in the County, that number has risen each of the past five years by an average of 1,100 students per year and projections suggest that growth will continue for the foreseeable future. Our children are educated in 11 high schools, 12 middle schools, 36 elementary schools, a technical center and a Head Start program center for preschoolers, and there are four new schools and one replacement school being planned.

Of these, 58 schools are fully or conditionally accredited by the state Board of Education, meeting state expectations for public schools. Additionally, Chesterfield County schools have received national recognition for their accomplishments. The school system has been named by *School Match*, an independent school auditing organization, as one that provides "What Parents Want in Public Education" for 14 consecutive years. This recognition is given to only 15% of school divisions across the country.

Individual schools have also been recognized by national organizations in recent years. James River High and Clover Hill and Robious Elementary schools have been named Blue Ribbon Schools of Excellence by the federal Department of Education. Bensley, Harrowgate and Chalkley Elementary schools have been named national Title 1 Distinguished Schools by the state Department of Education.

Chesterfield educators and staff members have also been recognized for excellence. Nine of the last ten regional Teachers of the Year have been Chesterfield teachers; in the last two years, two Chesterfield teachers have received the prestigious Milliken Family Foundation National Education Award for teaching excellence. We have 53 teachers who have achieved National Board Certification, an increase of 15 in the last year alone.

The schools and the school division have the strong support of our community, as evidenced by an 87% approval rating on the last bond referendum and more than 400 business partnerships.

The school system is governed by an elected Board of five members who serve concurrent four-year terms. The Board establishes policy and direction for the system and hires the Superintendent, who implements policy and organizes and manages the staff to pursue the direction set by the Board. Fiscally, the School Board approves a budget recommended by the Superintendent, which must be approved and funded by the local Board of Supervisors in its budget process for the entire County.

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Overview of the School Division *Vision and Mission*

Vision: In 2012, we envision that every Chesterfield school will be a thriving, dynamic and inspiring educational environment that produces self-directed learners and stimulates citizens of all ages to trust in, invest in, and benefit from public education.

Mission: The mission of the CCPS is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve personal success and to enrich the community.

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Overview of the School Division *Beliefs and Goals*

As a school system, we believe:

Learning is our core purpose.

Effective teaching is the most essential factor in student learning.

Effective leaders support learning.

Trusting relationships and our core values – respect, responsibility, honesty and accountability - foster learning.

Our citizens, parents, students and employees are partners in sustaining competence and investing in excellence.

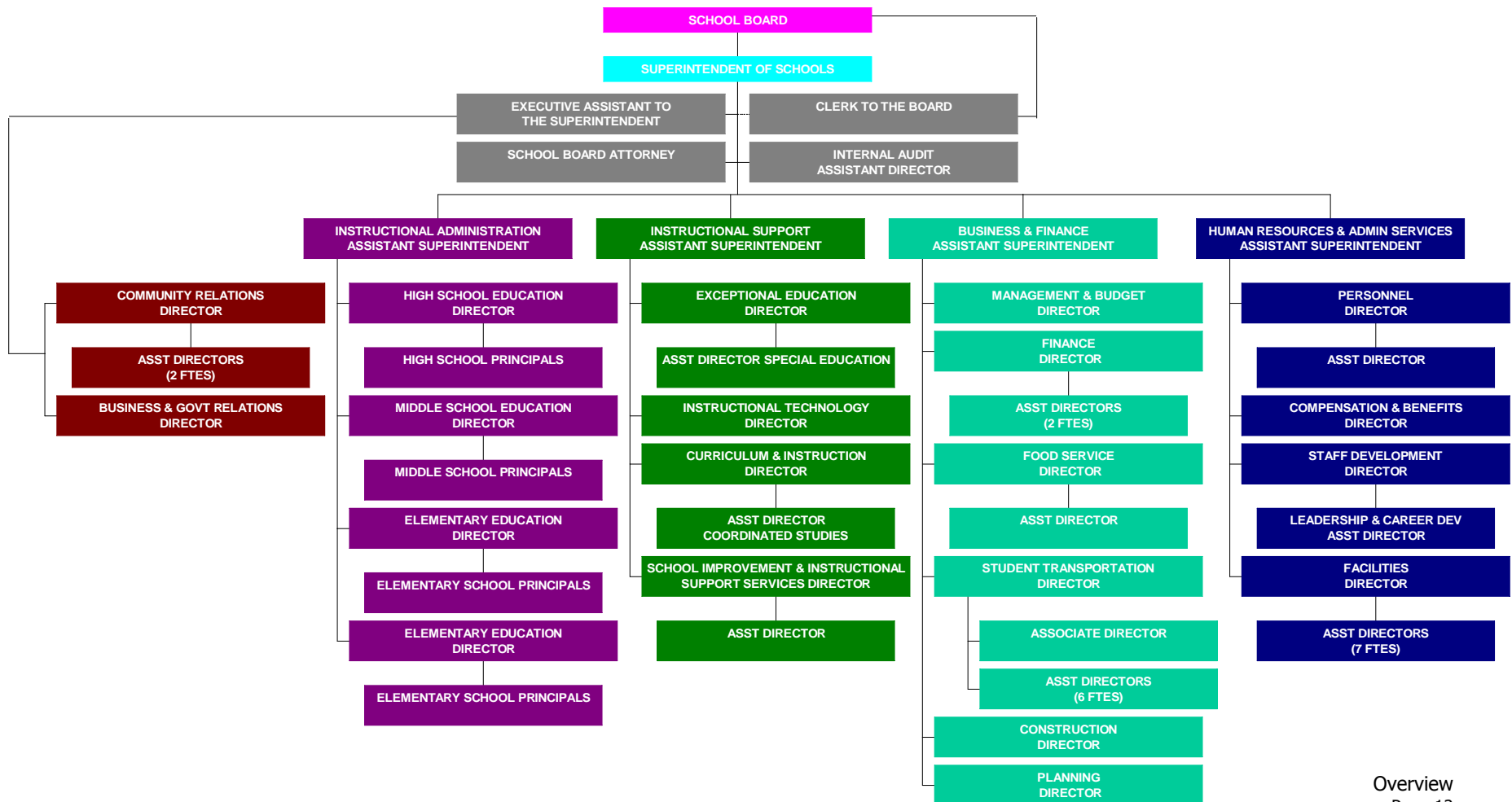
Excellence requires planning and change.

Goals:

- Academic excellence for all students
- Safe and supportive learning environments
- Knowledgeable and competent workforce
- Community investment in public schools

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Overview of the School Division *Organizational Chart*



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Context for System Planning

Strategic planning for Chesterfield County Public Schools, as for any organization, is driven by needs assessed through examination of applicable laws and regulations, community factors such as demographics, and results achieved through past efforts. The needs assessment helps to define the goals and objectives to be pursued during the planning period, in this case 2006 through 2012, as well as the strategies most likely to achieve those goals and objectives, and action plans for ensuring that strategies are implemented effectively. As such, the Strategic Plan coordinates and communicates desired results, how they are to be accomplished, how progress will be monitored and corrections made in order to assure the success of every student and employee within the requirements of federal, state, and local mandates.

This Strategic Plan is a reflection of the following imperatives:

- ✓ The School Board's and community's *Vision for 2012*
- ✓ The federal *No Child Left Behind Act*
- ✓ Virginia *Standards of Quality*
- ✓ Projections of student enrollment
- ✓ State or federally required plans for:
 - Capital Improvement
 - Technology
 - Career and Technical Education
 - Special Education
 - Gifted Services
 - Services for Students who are Limited English proficient
 - Magnet and Specialty Centers

Each of these is described in the following pages as background for the reader of this Strategic Plan.

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Vision for 2012

In 2002, the School Board examined its success against its previous vision statement, and embarked on an 18-month process for developing a new one. The intention was that the process would be Board-led, community-based, and future-focused. Using a steering committee of community members representing a broad array of interests in the public schools, including parents, business leaders, students, County government staff, and others, the most significant themes for the vision were identified. An internationally recognized futurist, Mr. Ed Barlow, was brought in to speak to the Board, staff and community, affirming and elaborating on the themes that had been identified. The Board became keenly aware of several major changes and their implications for the future of our students and their education, including but not limited to:

- ◆ Individuals will change careers, not just jobs, numerous times throughout their work lives, requiring that individuals take personal responsibility for continuously updating their knowledge and skills;
- ◆ The rate of change in life and work will be ever increasing, requiring people to feel confident in their ability to adapt successfully;
- ◆ All students will need to be prepared to successfully complete some post-secondary education, with the two-year technical degree one of the most desirable for personal success and necessary to the economy;
- ◆ The economic viability of the U.S. and this region will rest in producing a workforce of highly skilled, literate individuals who can effectively work with others not like themselves from all over the globe; and
- ◆ Ethics will be challenged as changes in technology enable us to create and reinvent in ways never before anticipated.

Community forums were conducted in each magisterial district to share the themes and acquire community feedback on the most important of them. The Board then drafted and revised a focus for the vision on three levels – students, schools and the community.

The adopted vision calls for all Chesterfield SCHOOLS to be “thriving, dynamic and inspiring educational environments,” a phrase designed to convey the need for continuous growth and improvement that responds to changes in the community, the workplace, and the world, and for student learning to occur at the highest levels.

The vision also calls for our STUDENTS to be taught to be “self-directed learners,” who know how, and have the disposition, to manage their own time and energy, to monitor and modify their learning and work to achieve and produce at the highest levels of quality. This expectation is clearly one that exceeds state and national expectations for student learning and sets Chesterfield County apart from most other public school systems.

Finally, the statement envisions a COMMUNITY that trusts its public education system to add value to our students' lives, to provide a benefit to the students, families, the County and the region, and in which it is then willing to invest its time and other resources to ensure success.

This courageous vision has had and will continue to have significant implications for planning of curriculum, leadership, time, professional development, budget and other resources and activities of the school system.

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Virginia Standards of Quality

The Code of Virginia, through the section called the Standards of Quality (Section 22.1-253), requires every school division in Virginia to develop and implement a six-year improvement plan, which is to be reviewed, revised and extended every two years. Specifically, the section requires that:

"Each local School Board shall revise, extend and adopt biennially a divisionwide six-year improvement plan that shall be developed with staff and community involvement. Prior to the adoption of any divisionwide six-year improvement plan, each local School Board shall make the plan available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan. Each public school shall prepare a biennial plan which shall be given consideration by its School Board in the development of the six-year improvement plan . . . A report shall be presented by each School Board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide six-year improvement plan have been met during the previous two school years."

This 2006 six-year improvement plan for Chesterfield County Schools represents an effort towards greater system-wide consistency, through the inclusion for the first time of explicit beliefs, strategies, and action plans, as well as specific accountability measures for plan implementation and success.

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The federal No Child Left Behind Act (NCLB)

Signed into law in 2002, this federal legislation has had significant immediate and long-range implications for educational reform and accountability for student achievement. NCLB requires that:

- ✓ All students will achieve proficiency or better in reading and mathematics by 2013-14;
- ✓ All students in specific sub-groups, including those for whom English is a second language, who have disabilities, live in poverty, or belong to one of several ethnic groups, will achieve proficiency or better in reading and mathematics;
- ✓ All students will be taught by a highly qualified teacher, as defined by the Act, by 2005-06 and thereafter;
- ✓ Schools will be safe and drug-free; and
- ✓ All students will graduate from high school.

Making 'Adequate Yearly Progress' (AYP) under NCLB is a measure of the success of schools at attaining with their students the increasing levels of achievement built into the Act's requirements each year. For the year 2006-07 based on performance in the 2005-06 school year, 49 of our 60 Chesterfield Schools made adequate yearly progress; of those that did not make adequate yearly progress, one was a Title 1 middle school in its second year of improvement and was required to offer choice to its students. The school division failed to make AYP due to the performance of students with limited English proficiency.

As a vehicle for focusing attention and intention on the achievement of every student, regardless of their circumstances, NCLB goals are consistent with those of Chesterfield County Public Schools, and the Strategic Plan addresses success on its requirements.

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Projections of Student Enrollment

The September 30, 2006, enrollment of 57,930 was 1,180 students higher than last year. From 1996 to 2000, enrollment growth averaged approximately 400 students per year. From 2001 to 2005, the average growth was 1,100 students per year. An analysis of enrollment trends indicates that, in the near term, significant annual growth will continue. Within the next five to seven years, growth should moderate for a short period of two to three years. However, beyond that point, both birth and kindergarten enrollment data indicate significant growth will re-emerge. As future enrollment patterns are monitored, planning efforts will continue to focus on both: 1) the construction of new schools and the expansion of existing ones to relieve overcrowding in targeted areas of the County, and 2) the renovation and improvement of aging facilities throughout the County.

Significant changes in the long-range trends can be brought about by such factors as changes in the economy, major new residential developments, changes in interest rates, and major corporate relocations. In addition, road-building projects like the extension of Route 288 through northwestern Chesterfield County can have major impact on enrollment over time. Yet another factor that attracts new residents is the outstanding reputation of the schools and programs in the County.

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Capital Improvement Plan (CIP)

The County Administrator provides to the Superintendent annually a projection of the funding available to the School Board for capital needs. This funding consists of "pay-as-you-go" dollars referred to as the CIP Reserve, cash proffers negotiated at the time of rezoning to help defray the capital costs associated with the resultant development, and the capacity to issue general obligation bonds of the County. The capacity is determined in accordance with fiscal policies of the Board of Supervisors. Debt service on bonds issued by the County on behalf of the School Board is included in the School Board's operating budget adopted annually. For FY2008-2012, funds available through the CIP Reserve total \$51,766,600; cash proffers are estimated at \$16,494,800; and debt capacity is \$153,943,400. In addition, funds are transferred to the CIP from other sources as needed for specific projects. These funds include state technology funds of \$1,851,500, state construction funds of \$821,500, and food service funds of \$758,500.

In the winter of 2003 and spring of 2004, staff completed a school-by-school review of the adequacy of facilities based upon three major factors: (1) overcrowding, (2) special program needs, and (3) the age and condition of the facility. Based on the School Board's policy, possible solutions to these conditions included portable classrooms, alternative space, relocation of special programs, changes in attendance zones, additions and/or renovations to the facility, and the construction of new facilities. The capital improvements included for funding in FY2005-2011 were those schools where the most appropriate solution was addition, renovation, or new construction. Based on that analysis, a bond referendum was held in November of 2004. The referendum, overwhelmingly approved by voters, included construction of two new elementary schools, two new middle schools, and a replacement for Clover Hill High School. In addition, renovations and additions were included at thirteen existing schools.

Highlights of New Construction

- Cosby High School opened this fall and has provided overcrowding relief to Clover Hill and Manchester High Schools.
- The contract to build the replacement for Clover Hill High School was awarded in June, 2007 for a scheduled opening in the fall of 2010. This is consistent with the information provided in the bond referendum. When this project was budgeted in the summer and fall of 2003, it was estimated that the new school would cost approximately \$55 million. The cost of construction, combined with funds expended for the purchase of land, design costs, technology and furniture required the total budget for this project to be increased to \$76,239,000. A portion of these costs was included in prior CIP years; therefore, the total reflected in the current plan is \$66,346,800.
- Current enrollment and future projections indicate that Matoaca, Thomas Dale, Bird, and Meadowbrook High Schools will continue to experience significant enrollment growth. In addition, new construction in these attendance zones will add to already overcrowded conditions. Capacity is available in 2012 to begin planning for a new high school to relieve overcrowding in these areas.
- Middle schools in much of the County are experiencing significant overcrowding. Two 1,200 student middle schools are under construction primarily funded in the previous Plan. These schools, one in the Bermuda area and the other in Centerpointe will provide much needed relief to these areas.

- Two 900 student elementary schools are currently under construction funded in the previous Plan. These schools, one in the Bermuda area and the other in Harpers Mill will provide much needed overcrowding relief to these two areas.
- Analysis of the remaining geographic areas indicated that overcrowding in selected schools could be accommodated through other solutions, including additions that are described in the following section. Future plans will need to address development and continued growth at the elementary level in the northwest area of the County.

Highlights of Renovations and Additions to Existing Facilities

- In addition to overcrowding, two other factors were considered when analyzing the adequacy of our facilities. These were the special programs housed in a school and the age and condition of the school. Projects proposed in this area of the Plan include additions to existing facilities to accommodate continued growth and special programs, as well as renovations needed to enable the facility to continue its usefulness on a cost effective basis and meet current program standards. Renovations and/or additions are proposed at Bellwood, Bon Air, Ecoff, Enon, Gates, Falling Creek, Harrowgate and Watkins elementary schools; Falling Creek, Midlothian, Robious, Salem Church and Swift Creek middle schools; and Bird, Midlothian and Monacan high schools.
- With capacity available in FY2012, three schools originally discussed but not included in the 2004 bond referendum are included in this Plan. Those schools are Monacan High School, and Enon and Harrowgate Elementary Schools. Many of the improvements to be made at Enon and Harrowgate relate to the age of these buildings and specific needs rather than capacity. While many improvements have been made in the last several years at these schools, office renovations for security, additional parking, resource and storage needs and systems upgrades are still needed. At Monacan High School, there is a need for additional science labs, increased space for music programs, and increased gymnasium space.

Highlights of Major Maintenance

- By the fall of 2007, the school division will have 62 schools and 72 buildings totaling more than 7-million square feet under roof. Fourteen of those schools will be more than 40 years old, with twenty-six schools 20-40 years old. Only six schools will be less than ten years old. As the facilities age, regular renovations and improvements become even more critical. The major categories for the anticipated needs are roof replacements, floor coverings, mechanical systems replacement and upgrades, other building renovations, and grounds improvements.
- Committing \$2.0 million annually, (\$2.5 million in the outer years of the Plan for inflationary increases) to new facility improvement projects in the categories identified above will enable the school division to make reasonable progress toward meeting the ongoing need for facility improvements as the buildings age. This funding commitment will increase the "life expectancy" of school facilities as safe and productive environments for teaching and learning. Included in FY2008 is an additional \$3,659,000 from the results of FY2006 operations. These funds will be used to begin to address many of the unfunded needs currently identified. An additional \$3,478,000 has been included in FY2012 to begin to address other major maintenance needs related to the aging condition of our buildings including replacement of major HVAC components, cabinets in many of elementary schools, and energy improvements.

Highlights of Food Service Projects

- The Federal and Non-Federal Food Service Funds finance improvements to cafeterias and kitchens in various schools. Various projects are identified each year in order to provide more efficient workspace, update equipment, and provide an enhanced atmosphere for student dining. Funds will be transferred from the food service funds for these improvements.

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Technology Plan

The current Capital Improvement Plan (CIP) provides funding for the implementation and maintenance of the division Technology Master Plan. The Technology Master Plan incorporates (1) the **integration** of technology in a manner that allows for appropriate use to ensure that meaningful learning takes place for each student; (2) **professional development** as a critical element for student success as it directly affects what teachers know and are able to do; (3) **connectivity** of infrastructure, hardware, and software that serve as the backbone of the system that allows integration to occur; and (4) **evaluation** of the technology system for effectiveness. The CIP identifies \$4,852,100 for the continued implementation of this Technology Master Plan.

As technology becomes increasingly critical to the delivery of instruction on a daily basis, the reliability and efficiency of the infrastructure and equipment becomes more important. Maintaining the "utility" of technology becomes as vital as the other basic utilities of electricity, water and gas. When full implementation is achieved, a four-year replacement cycle for all computers, servers and video equipment will cost, at today's prices, \$3.25 million annually. Funding in the CIP also includes the purchase of computers as replacements for outdated equipment.

State Technology Grant funds are provided to the school division to allow all schools to update the necessary infrastructure to accommodate online SOL testing. With funds provided in prior biennia, CCPS has completed work on the high schools and middle schools. Funding in FY2008 will be used to begin work at the elementary level. A total of \$1,851,500 is included in the Plan for this purpose.

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Career and Technical Education Plan

The Career and Technical Education (CTE) program in Chesterfield County Public Schools offers courses in grades 6 to 12. Program areas include agriculture, family and consumer sciences, business, marketing, technology education, trade and industrial education, and health occupations.

Each year, CTE program managers, with assistance from business, industry, economic development, school and community advisors, develop a local plan that is presented to the School Board and the Virginia Department of Education in June. The plan details how federal CTE funds will be used in the school division. The majority of these funds are used for program implementation, program improvement, teacher training, and professional development.

A major focus of CTE is to develop the technical skills of the students that will enable them to enter the workforce or proceed to higher education. Almost all CTE courses have options for internships, apprenticeships, industry certifications and/or dual enrollment. The rapidly advancing field of computer technology offers training and certification in areas such as Microsoft, AutoCAD, Cisco, Oracle and A+.

1,091 high school students are served through the Chesterfield Technical Center, which they attend every other day while attending their home schools for core courses and electives on the opposing days. Of 11th and 12th graders, who make up the bulk of CTC course enrollments, that number is, 8,725 or 12.5% of those two classes served at the Technical Center. The Center also serves as the home of many of the school systems adult education offerings and the GED preparation and testing site. Additionally, many students take CTE courses in their home middle and high schools.

CCPS Design For Excellence 2007-2013 Strategic Plan

Special Education Plan

The Special Education Annual Plan and funding application is a formal agreement between Chesterfield County Public Schools and the Virginia Department of Education that is submitted yearly. The Annual Plan, with assurances for policies and procedures consistent with state policies and procedures, is designed to implement state and federal laws related to the education of children who qualify for special education services in Chesterfield.

There are two avenues of funding addressed in the plan.

- ◆ Part B Flow-Through Funds cannot be used to supplant local funding, but are used in a variety of ways to supplement educational programming supported through the local operating funds. Currently, 95% of the Flow-Through Grant supports the salaries and benefits of 245 positions providing services for special education. The positions include teachers, specialists, instructional assistants, OT/PTs, speech therapists and clerical support. The remaining 5% provides primarily for contract services for medical and speech services, as well as support for a Web-based software application to initiate, develop and track the special education process through an electronic method of documenting special education paperwork and Individualized Education Plan forms.
- ◆ Part B Preschool Funds contribute to funding for services to children, beginning at age 2, as well as parent training, three teaching positions (salaries and benefits) and for purchased services for students to be served with other non-disabled students in the community. Services in the Chesterfield County Public Schools Early Childhood Special Education program are provided for speech/language only services, home-based/mainstream services, center-based, and combined program services. Although the federal grant is titled Preschool, the actual application for funding is titled Early Childhood Special Education Program. The grant funding has decreased over the past several years, creating a challenge to provide services for an increasing preschool population.

Although Congress originally intended funding for 40% of special education costs when the legislation was enacted in 1975, the grant has not significantly increased and is currently funding just less than 20% of actual costs, while compensation and benefit costs for required positions supported by the grant increase yearly.

The December 2006 child count indicated that CCPS was serving 8,304 students with disabilities, of which 3,190 have been diagnosed with and are receiving the highest percentage of services for specific learning disabilities, 1,496 for speech or language impairment, 1,404 for other health impairments, 573 for emotional disturbances, 560 for developmental delays, 479 for mental retardation, and the remainder in eight other categories.

Chesterfield County Public Schools has been cited by the state Department of Education as having a disproportionate percentage of black students identified for special education services. In response, a committee has proposed and the district is piloting a new Child Study process aimed at early identification and effective general education intervention with struggling students to reduce the need for identification for special education services.

CCPS Design For Excellence 2007-2013 Strategic Plan

Gifted Services Plan

The Chesterfield County Public Schools Gifted Education Program recognizes and identifies diverse gifted learners and offers a comprehensive program that:

- Provides an appropriately differentiated instructional program responsive to student ability and learning needs
- Assists students in achieving maximum use of potential to achieve personal success
- Provides a continuum of program service options
- Addresses the social and emotional needs of diverse gifted students
- Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence
- Facilitates the development of self-directed learners

The *2005-2010 Plan for the Education of the Gifted*, approved by the Virginia Department of Education, School Board and Superintendent, contains guiding principles required by the *Regulations Governing Educational Services for Gifted Students*, *Standards of Accreditation* and *Standards of Quality*. The *Plan for the Education of the Gifted* provides information about the school division's policies and procedures related to gifted education services in the following areas: identification, delivery of services, curriculum development, professional development and parent and community involvement.

Identification: The Gifted Education Identification and Placement Committee in each school is responsible for student screening, seeking and reviewing nominations, recommending students for evaluation, conducting multiple student assessment measures and determining eligibility/placement decisions. Parents/guardians, community members, professional staff and students may submit nomination forms, which are available in all school offices and guidance departments. A Student Profile is compiled on each student referred for assessment utilizing multiple criteria, including student products, observation of in-class behaviors and individual student interviews, rating scales, individual or group aptitude measures, individual or group achievement measures, and grades.

Program Services: Chesterfield County Public Schools provides a continuum of services in specific areas of aptitude for gifted students from kindergarten through grade twelve. The elementary center-based program for grades 3 - 5 provides comprehensive services for students who demonstrate exceptional ability and performance and is located at Grange Hall, Greenfield, J.G. Hening and Marguerite Christian Elementary Schools.

Gifted students in grades 6-8 are identified in the areas of English, mathematics, science, and/or social studies. School-based programs provide curriculum differentiation to groups of students within the Honors program in each identified area. The center-based program provides comprehensive services for students who demonstrate exceptional ability and performance in multiple academic areas and is housed at Manchester and Matoaca Middle Schools.

The high school Honors program in English, mathematics, science, and social studies provides rigorous curriculum experiences for gifted students in grades 9-12. Additional offerings include Advanced Placement courses and dual enrollment opportunities. Regional academic-year Governor's Schools (Appomattox Regional Governor's School for the Arts and Technology and Maggie L. Walker Governor's School for Government and International Studies) and high school specialty centers, including the International Baccalaureate program, provide comprehensive services for students with interest in specific areas.

Instructional Framework: The Chesterfield County Gifted Education Program provides services in specific academic areas to develop academic aptitude through curriculum differentiation, enhanced and extended curriculum integrating multiple disciplines and content acceleration. Utilizing the Virginia Standards of Learning and the Chesterfield County Curricular Planning Resources as a framework, the curriculum for the gifted is modified to meet the distinct learning needs of gifted students.

Gifted Education Advisory Committee: The Gifted Education Advisory Committee is comprised of twenty-one members approved by the Chesterfield County Public Schools School Board. The purpose of the committee is to advise the School Board through the Superintendent of the educational needs of all gifted students in the division. The committee reviews plan implementation and recommends suggestions for program improvement and submits a written report to the School Board and Superintendent annually. Selection of members is based upon a balanced representation of parents, professional staff, and community members from each of the magisterial districts. Committee members are approved by the Board and serve a staggered three-year term rotation.

Current Initiatives include:

- Continuing implementation of *Project Clarion* with the College of William and Mary's Center for Gifted Education, a five-year project funded through a Jacob K. Javits grant – focus on gifted, high-ability promising learners from diverse and low socioeconomic populations in grades K-3
- Ongoing professional development programs to enhance existing knowledge and skills in the use of research-based practices in gifted education; the school system will offer opportunities for two cohorts (elementary and middle school) of teachers to obtain the add-on endorsement in gifted education through The College of William and Mary
- Expanding the Middle School Center-Based Gifted Education to Midlothian and Robious Middle Schools in 2007-2010
- Increasing awareness of the educational needs of gifted learners and CCPS gifted education program services

In 2006-07, the school system served 542 elementary and 770 middle school students gifted students in center based programs, and 924 elementary and 1,340 middle school students in school based, programs.

CCPS Design For Excellence 2007-2013 Strategic Plan

Services for Students who are Limited English Proficient

The English Language Learners (ELL) Program is for Kindergarten through 12th grade students whose native language is not English and who, because of their limitations in English relating to success in core academic subjects, are diagnosed as needing English for Speakers of Other Languages (ESOL) services. Kindergarten students are identified, assigned a proficiency level, and are monitored throughout the year. No kindergarten-level students are sent to a center but remain in their home school awaiting further assessment throughout the year. At the end of the year, each child is reviewed for potential placement. The ESOL program is located in nineteen elementary schools, five middle schools, and two high schools.

Through the use of tests administered at the intake center, students are assigned to their home school or the center nearest their home school and placed at the appropriate grade and proficiency level. Beginning students and students with the lowest skills in English receive the most service from ESOL teachers at these sites. In the schools, diagnostic tests once again determine the type and amount of service provided. Language acquisition is dependent on the educational background of the student and family, grade level of the student, and partnership between ESOL teachers and regular education teachers.

The No Child Left Begin (NCLB) initiative requires each school to offer English language instruction, but does not mandate the type of program. Our program includes four levels of language instruction followed by an exit procedure. The Office of Civil Rights requires a two-year monitoring of students who have exited the program. The monitoring process ensures that former Limited English Proficient (LEP) students are successful when they are served in general education classes all day.

NCLB also requires that all LEP students be tested at the completion of each school year using an approved instrument that measures listening, speaking, reading, and writing English. NCLB requires that ESOL students make gains in English proficiency each year they are enrolled in school. Additionally, ESOL students must pass the Standards of Learning requirements in order to graduate from high school in Virginia; therefore, a collaborative model is used at the secondary level. This partnership between ESOL and mainstream teacher, sometimes in sheltered classes, allows for the acquisition of language through content instruction.

In the last two years, our ESOL population has increased by 306 students, bringing the total at the end of the 2005-2006 school year to 1,757. As of February 2007, our enrollment has increased to 2,007 LEP students. The school division has applied for and received Title III grants and Refugee and Immigrant grants from the state and the federal government. The funds have been used for parent/student involvement programs, interpretation/translation services, and for training and materials for the 57 ESOL teachers.

CCPS Design For Excellence 2007-2013 Strategic Plan

Magnet and Specialty Center Programs

Secondary School Choices and High School Options

Chesterfield County Public Schools eighth-grade students are encouraged to investigate their options for high school. In addition to a broad spectrum of programs in each high school, Chesterfield County Public Schools offers students the opportunity to participate in specialty centers and governor's schools that target specific interests. Specialty centers and governor's schools are open to students from every district in Chesterfield. The Health Sciences Specialty Center, which will open in September 2007, is accepting applications this year from ninth-grade students as well as eighth-grade students. For more information on high school options, go to chesterfield.k12.va.us. Click on "students," then "student choices," then "secondary school choices."

The Health Science Specialty Center at Cosby High School focuses on preparing students for health-care opportunities at all levels. Through experiential learning and practical applications, students will explore health-care careers and participate in mentorships and internships with local health-care partners, including hospitals, community colleges, universities and other organizations and facilities. Students will pursue one of these pathways:

- ◆ for students seeking employment after high school as a certified coding specialist, home health aide, emergency medical technician or pharmacy technician
- ◆ for students interested in careers as a clinical lab technician, dental hygienist, respiratory therapist, or optician
- ◆ for students planning to attend college and considering becoming a dentist, pharmacist, nurse anesthetist, or physician

The Humanities Specialty Center at Monacan High School uses literature, languages, history, social studies, philosophy, mathematics, science, and fine arts as a lens through which human endeavors are viewed. The Humanities curriculum aims to develop students' powers of critical and creative thinking, enabling them to understand and evaluate the legacies of world civilizations. The core classes of Humanities (history, English and "Perspectives on the Human Experience") are team taught in each grade level through an integrated and challenging curriculum. The Humanities program includes Advanced Placement courses as well as an emphasis on service learning. The center provides an active learning environment that uses stimulating texts, student-centered classes, lively discussions and state-of-the-art technology.

The International Baccalaureate program at Meadowbrook High School and Midlothian High School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The International Baccalaureate programs are challenging and rigorous dual diploma programs based on internationally-recognized standards and requirements. In addition to the Virginia Advanced Studies Diploma, successful students are awarded the prestigious International Baccalaureate Diploma, which is recognized as a standard of excellence and accepted by universities throughout the world. International Baccalaureate is a broad-based academic program centered on the "Theory of Knowledge" course, which provides interdisciplinary connections. Students participate in a combination of required courses in two levels of intensity — courses similar to Advanced Placement classes and courses in specific disciplines providing more intense and in-depth study.

The Leadership and International Relations Specialty Center at James River High School offers a unique learning experience to students who possess the ability to become leaders and who desire to affect the world. Students are challenged to push themselves to reach their full potential. They come from different cultures and beliefs, but they all strive to do great things. In addition to helping students develop skills necessary for success in any field, the program prepares students by focusing on ethical behavior, building a strong appreciation of international affairs and practicing servant leadership. Students develop problem-solving, critical-thinking, and decision-making skills. The center partners with the Jepson School of Leadership at University of Richmond.

The Mass Communications Specialty Center at Manchester High School offers hands-on learning in television production, graphic design, journalism, oral communication, and advertising. Students develop expertise in visual, written, and oral communication skills as they create videos, magazines, newspapers, advertisements, and multimedia presentations.

The Mathematics and Science High School at Clover Hill focuses on interdisciplinary experiences in English, social studies, mathematics and science. The center emphasizes problem-solving, thinking, communication, technology and research skills. The center features an integrated curriculum in mathematics in which the major topics in traditional high school math courses are taught in three years via a thematic approach. An accelerated approach allows students to take all Advanced Placement courses in biology, chemistry, and physics and to take dual enrollment classes in engineering and linear algebra.

The Pre-Engineering Specialty Center at L.C. Bird High School, with a rigorous academic track emphasizing advanced study in math and science, offers an exploration of the various disciplines within the field of engineering. The goal is to enhance awareness of the field of engineering and help students narrow their focus of study as they enter college. Using technology extensively, the program focuses on blending various core components of each area, highlighting specialized units of engineering and providing a broad understanding of this educational and career path.

The Spanish Immersion Specialty Center at Manchester High School provides an opportunity for students to develop a high level of proficiency in Spanish while preparing for college. Students will use Spanish as a vehicle to develop critical thinking and problem-solving skills as well as technological and metacognitive skills. Students will become effective participants in the global community as they gain knowledge of the history, culture and customs of the Hispanic world. They will emerge bilingual and biliterate in Spanish, one of the most spoken languages in the world.

The Teaching and Learning Through Technology Specialty Center at Matoaca High School provides a computer-enriched learning environment. Fostering critical thinking, problem solving, communication and research, the program challenges and motivates students to master subject content and develop the skills and discipline necessary for success in a competitive technological global economy. Students extensively use technology within every classroom and discipline. The center builds collaborative relationships with the business and academic communities. Students choose a concentration area after their ninth-grade year focusing on networking, arts, graphics and media, programming, or hardware support and services.

The Visual and Performing Arts Specialty Center at Thomas Dale High School attracts students who are highly interested and talented in music, dance, art, or theater. Students have the opportunity to explore and expand their intellectual and creative potential in an exciting and unique atmosphere. The program is designed to provide a well-rounded education with excellent core academic classes suited to each student's

needs (honors, Advanced Placement, dual enrollment, Z level, C level, etc.) coupled with an exciting honors art curriculum. Arts offerings are unique and allow students to concentrate in the area in which they are deeply interested while earning an advanced diploma. The program engages artists of regional and national importance and also offers dual enrollment arts classes.

The Appomattox Regional Governor's School in Petersburg, enrolling students from 14 school divisions, provides a specialized comprehensive program that serves a diverse population of gifted students who demonstrate a strong commitment to the arts. Instructional models emphasize problem-based learning, communication and integration of the arts and technologies within the academic subjects. Students have opportunities to take accelerated courses in the humanities, fine and performing arts, mathematics, science, and technology and to take dual enrollment college credit courses.

The Maggie L. Walker Governor's School in Richmond, enrolling students from 11 school divisions, provides broad-based educational opportunities that develop gifted students' understanding of world cultures and languages, as well as their ability to lead, participate, and contribute in a rapidly changing global society. Differentiated instruction nurtures diversity, talent, and the unique needs of the gifted learner. There are optimal learning opportunities in social sciences, international languages, mathematics, science, English, and fine arts. The school offers Advanced Placement courses and dual enrollment college credit courses.

The Coordinated Studies Department offers online courses to expand learning opportunities for all high school students. Alternative choices exist to provide educational options for those students who are deeply interested in and committed to learning or who require nontraditional programs to complete their education. Coordinated Studies offers courses in a 24-7 environment, which permits students to complete courses when it is convenient for them. All courses must be approved by the student's guidance counselor and principal. During the summer, Coordinated Studies courses are available to all students, subject to counselor and principal approval, at the summer school fee.

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends and Factors Driving the Plan

Introduction

This section provides an overview of areas that have been identified by data and judgment to be the issues needing to be addressed by the school division over the next six years – the period of this strategic plan. This Introduction lists those critical trends; following are the data documenting these as issues.

- ✓ The economy and life of the 21st century will be different in significant ways, which we can anticipate and for which we must prepare our students. The School Board adopted its current vision in acknowledgement of these changes and this plan is directed toward achieving that vision. Our students, staff and community need to understand these changes and what they mean for the curriculum and for student planning. Partnerships will be increasingly critical to spreading that news effectively and to making appropriate changes in our courses of study and students' experiences beyond the classroom. The changes our students will face include, but are not limited to:
 - An information-based economy that is shifting toward an innovation-based economy
 - Exponential growth in information available and in the rate at which knowledge and skills become obsolete
 - Project-based work and numerous career changes driven by a quickened pace of industrial change and response to change
 - Continuous globalization and increasing reliance on relationships with others across the world for work and life
 - The need for higher levels of competence in the basics – reading, writing, mathematics and science – for all levels of work and continuous education

- ✓ The system has achieved a relatively high graduation rate and over half of our graduates achieve an Advanced Studies diploma, but students, and especially certain subgroups, lack the personal management and adaptation skills and academic rigor needed for 21st century success:
 - Greater levels of initiative, continuous learning and self-regulation
 - Higher levels of strategic reading for application and continuous learning, mathematics and problem identification and solving, technical writing, scientific inquiry and thinking, and the ability to think inventively
 - The ability to adapt and work practically in an increasingly complex and technological world
 - Global competencies, including the ability to work with, speak and interact with, and understand others not like ourselves
 - Enrollment and success in Advanced Placement(AP), International Baccalaureate(IB), dual enrollment courses and industry certification; score of 3 or better on AP exams
 - Math in the Senior year and Algebra I in 8th grade
 - Graduating with the most rigorous diploma
 - Passing proficient or advanced on the Standards of Learning(SOL) assessments in reading, writing and mathematics.

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends and Factors Driving the Plan

Introduction - continued

- ✓ Overall, student achievement on the state's Standards of Learning assessments, which reflect foundational knowledge and skills but are minimal competencies, is strong, but AYP results reveal achievement gaps in sub-group performance, and results on national assessments are at or slightly below the state and nation:
 - Every Chesterfield School has achieved SOL-based state accreditation, but not all have maintained it once achieved.
 - 88% of schools made AYP for 2006-7 but results reveal weaknesses in mathematics and reading among subgroups, including English Language Learners, students with disabilities (without the 'proxy' benefit), poor, Black and Hispanic students
 - SAT, PSAT results are flat and fail to exceed state and national levels

- ✓ The County and its school-aged population are growing and becoming more diverse \;
 - Demographics are changing, similar to changes nationwide
 - Aging population with increasing needs of its own will vie for local funding
60% of Chesterfield households have no school-aged children, up from 56% in 2000.
 - More diverse population both ethnically and economically
 - Continued growth of the school-aged population is straining existing facilities and our capacity to build; the impact of the Fort Lee expansion on Chesterfield is unclear but could be significant in terms of numbers of students
 - Schools over 100% of functional capacity, use of trailers
 - Age of facilities and renovations
 - Planned facilities
 - County financial policies constrain our ability to respond
 - Increased complexity of recruiting and retaining more highly qualified and diverse teachers and other critical staff like bus drivers and trades persons in a tight labor market
 - Compensation and benefits changes
 - Diversity of current instructional staff
 - Increased need for certain services, the importance of parental and community partnerships, and the growing importance of the need for equity of student achievement and opportunity
 - Growth of students in need of English language services
 - Growth of students eligible for Free and Reduced Price Lunch(FRPL) and in need of early childhood pre-school programs
 - Over-identification of African-Americans for special education services
 - Under-identification of Blacks and Hispanics for gifted services
 - Parents more critical as partners but more complex to reach

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends and Factors Driving the Plan

Introduction - continued

- As these changes continue, the need for cultural awareness, core values and character education emphasis and modeling, safety nets, and additional alternatives will increase to ensure that schools can be thriving, dynamic and inspiring and that each student graduates prepared for post-secondary success
 - Numbers of students expelled or suspended long-term
 - Numbers served through alternative middle and high schools and home-instruction

- ✓ The Chesterfield community has historically expected its schools to be centers of community life and to produce well-rounded citizens as well as effective and productive workers. To that end, the system must continue to augment curricular activities at high levels (beyond state requirements) with co- and extra-curricular activities, such as sports and athletics programs, as well as extensive provision of courses beyond the core, including fine and practical arts, performing arts, and others.

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Needs Assessment: Trends Driving the Plan *21st Century Life and Work*

Publications and futurists paint a picture of the 21st century that is vastly different from the past. Some of those differences, with facts supporting them from Ed Barlow (*Creating the Future, Inc.*), Shift Happens, *Virginia Business Magazine*, and William Daggett, include the following.

While the 20th century saw a shift from a manufacturing economy to an information-based economy, and while that shift will continue to affect life and work, there is an emerging shift from the information-based economy to an innovation-based economy. These latter two economies will require workers to have both more advanced communication skills (reading, writing, speaking, and listening) and technological skills (the ability to access new and valid information quickly and to act on it with confidence, as well as to use technology as a work tool), but also creative and thinking skills to identify opportunities and problems and to act on and resolve them. Mathematics and science knowledge, skill, and interest will be essential to providing workers in engineering of all kinds, the consummate change field.

- *JAMA predicts that the number of nurses in the U.S will fall 20% below what is needed.*
- *A quarter of all physicians in the US are foreign-born, as are 17% of nurses, 16% of clinical lab technicians and over 11% of RNs.*
- *The top ten predicted jobs of 2010 did not exist in 2004.*

Available information will be changing and growing at an increasingly fast rate, making currently held knowledge and skills obsolete more quickly and continuous learning more imperative.

- *In 2006, information doubled every two weeks; by 2010, information will double every 72 hours.*
- *The half-life of medical knowledge varies from 3-4 to 7-10 years, depending on the specialty.*
- *Half of Boomers' (born between 1945 and 1964) job knowledge & skills became obsolete in 12-15 years; half of Gen Xers (born between 1965 and 1984) job knowledge & skills will become obsolete in 30 – 36 months.*

Work will become more project-based, as corporations adjust quickly to constant advances and changes. Many workers will be independent contractors and/or change careers, not just jobs, seven to ten times. The need to constantly reinvent oneself as a worker will require the ability to learn quickly and independently, again calling up the need for much more sophisticated skills in reading, online learning, and metacognition.

- *70% of today's manufactured goods will be obsolete in six years.*
- *The U.S. Department of Labor projects that workers will have 10 to 14 job changes before the age of 38.*

Life and work will also bring us constantly into contact with people both here and abroad who do not speak our language, share a common culture or look like us. The ability to interact successfully with these 'others' will have significant impacts on our economic and personal success.

- *By 2025, Chinese investors could own two dozen of the Fortune 500 companies.*
- *Of 46,000 Dell employees in 2004, 48% were in the U.S. and 52% were in other countries.*

- *China and India account for two fifths of all new consumers.*
- *14% of Virginia's construction industry employees are Hispanic.*

It will no longer be enough for post-secondary success for a student to do the minimum in high school. Already, there are studies reporting that students, even those taking a college-preparatory curriculum, are not prepared for college level work. Employers, frustration with the lack of self-regulation, collaboration and technical skills by high school graduates is loud and becoming louder, as they face increasing demands to provide training not only in company-specific issues but also in general areas of personal responsibility, technology and group work.

- *60% of the new jobs will require skills possessed by only 20% of the young people entering the job market.*
- *The new gold standard of post-secondary preparation is the two-year technically-based degree, earnings from which could exceed a baccalaureate degree in the next five years.*
- *40% of employers in 2007 will struggle to fill vacancies because even college graduates lack appropriate "soft" skills, including creativity, initiative, oral communications and drive.*

Research is also pointing to the convergence of higher level academic skills needed for many of what were once basic entry-level jobs with minimal requirements. Higher levels of skills in mathematics and reading are becoming increasingly necessary for all jobs, closing the gap between what is needed for success among the college bound and those who are going directly to work.

- *Knowledge technologists (computer technicians, software designers, analysts in chemical labs, manufacturing technologists, paralegals) are likely to become the dominant social – and perhaps also political - force over the next decades. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education, not through an "apprenticeship."*

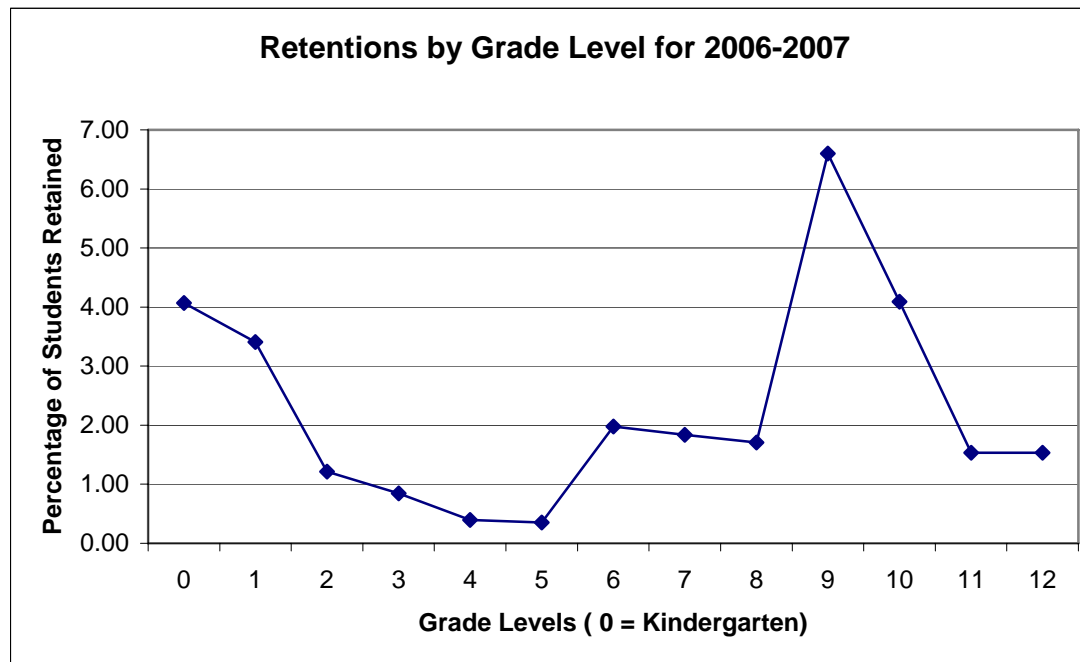
As the populations of minorities grow as a proportion of the overall regional and national population, the educational success of our ethnic student sub-populations will become increasingly significant to the social and economic well-being of the area.

- *By 2015, 25% of the regional workforce will be Black and Hispanic; by 2050, that percentage is projected to increase to 50%.*

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends Driving the Plan *Preparation of Students for 21st Century Success*

Chesterfield County Public Schools has a relatively high graduation rate of 84%, using the newer longitudinal calculation that accounts for students who dropped out and failed to graduate between the beginning of 9th grade and the end of 12th grade. While subgroup breakouts are not available on this new graduation rate, retention in grade is known to be a significant factor in whether a student drops out of school and does not graduate. The chart indicates that retentions in grade spike in CCPS at the transition grades – kindergarten and first, sixth, and most notably at ninth.



Retentions by student subgroup show that certain of the subgroups are retained at greater rates than are others and graduation rates for these groups likely parallel these patterns.

Retentions by Grade by Student Subgroup			
	1st grade – 3.4%	6th grade – 2%	9th grade – 6.3%
Black	3.9%	3.0%	10.9%
Hispanic	4.4%	4.2%	12.0%
White	3.1%	1.3%	3.9%
Economically Disadvantaged	6.3%	5.8%	NA
Students with Disabilities	6.2%	3.3%	13.2%
Limited English Proficient	5.4%	5.3%	13.4%

Over half of our graduates achieve an Advanced Studies or International Baccalaureate diploma, requiring the most rigorous course of studies. These requirements include four units of English and history, three of math and lab science, and at least three credits in world language. Among our student subgroups, however, there is a wide variation, with over 60% of white students earning these most rigorous diplomas but less than 40% of our Black and Hispanic students, and even fewer of our students with disabilities or those who are limited English proficient, do so.

55% of 2006-07 Graduates earn Advanced Studies or IB diploma or the Commonwealth's Scholar Seal	
Black	38%
Hispanic	32%
White	62%
Economically Disadvantaged	NA
Students with Disabilities	12%
Limited English proficient Students	17%

Most Chesterfield students plan to attend college after graduating, and 42% of them prepare for that transition and earn college-level credit through successful completion of Advanced Placement, Dual Enrollment, and International Baccalaureate courses. The gaps among students in subgroups are evident in the table below, showing that half of white graduates have taken these courses while only one-fifth of Black students and 6% of students with disabilities have done so.

42% of 2005-06 Graduates had earned AP, IB, or dual enrollment credit	
Black	20%
Hispanic	29%
White	50%
Economically Disadvantaged	NA
Students with Disabilities	6%
Limited English proficient Students	21%

Research by the Southern Regional Education Board and others identify taking a mathematics course in the Senior year as the single best academic indicator of post-secondary success, regardless of post-secondary path chosen (college, work, the military, etc). Mathematics is also one of the most direct ways of teaching students problem-solving skills, one of most needed for success in the 21st century world of work. Seventy-seven percent of recent CCPS seniors took a mathematics course during their senior year, which was consistent among the three ethnic student subgroups; however, 23% of them did not, and research suggests that these students found themselves ill-prepared for whatever post-secondary choice they made.

77% of CCPS 2005-06 Graduates had taken a mathematics course in their Senior Year	
Black	78%
Hispanic	77%
White	77%
Economically Disadvantaged	Na
Students with Disabilities	59%
Limited English proficient Students	63%

College and work will require graduates to have experienced more and higher level mathematic courses. Completing Algebra I in 8th grade not only prepares students for success in high school but also makes it possible for them to take an array of mathematics courses beyond the core of algebra (I and II) and geometry. Successful completion includes both passing the course and passing the corresponding SOL test for verified credit. CCPS' curriculum development efforts over the past several years have compressed middle school mathematics into 6th and 7th grades and in 2007-08 will result in virtually all CCPS 8th graders being enrolled in some form of Algebra I.

35% of 2005-06 8th graders had successfully completed Algebra I	
Black	19%
Hispanic	12%
White	43%
Economically Disadvantaged	5%
Students with Disabilities	10%
Limited English proficient Students	13%

Will our students be prepared for the emerging global economy? World language beginning in elementary school and continued in middle school will produce citizens with awareness of other cultures and will increase their development of the self-directed learning characteristic of perspective-taking. In CCPS in 2006-07, one elementary school offered world language during the school day so that it was available to all students. Some others offered before or after school world language, available to those who could provide their own transportation. Middle school world language course-taking has been limited, with approximately one-fourth of our 8th graders having taken a world language. Again, this varies sharply by student subgroup, as the table below shows.

23% of 2005-06 8th graders had successfully completed World Language	
Black	15%
Hispanic	17%
White	27%
Economically Disadvantaged	10%
Students with Disabilities	4%
Limited English proficient Students	9%

The Commonwealth of Virginia has developed the Standards of Learning (SOL) to define what every student should know at a minimum and has developed assessments in grades 3 through 8 and in high school to measure the extent to which students have successfully mastered that content in reading, mathematics, history and science. Success in the future will require high levels of knowledge and achievement in these core areas and Chesterfield students K-12 are passing these assessments at the proficient or advanced levels at high rates, higher than many other school divisions across the state. Still, the data indicate that if all are to achieve these basic skills at the level that will be demanded in the future, efforts to increase achievement, especially in reading and mathematics, must be increasingly successful.

	Reading		Writing		Mathematics	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
Black	49.3	27.5	71.6	15.4	39.1	18.3
Hispanic	54.3	29	71	15.6	40.7	20.5
White	41.8	49.7	65.2	30.1	39	36.7
Economically Disadvantaged	54	2.2	71.8	13.3	38.2	18.1
Students With Disabilities	49.7	18.2	64.4	7.7	34.4	14.5
English Language Learners						

Eighty-eight percent of schools made AYP for 2006-7 but results reveal weaknesses in mathematics and reading among subgroups, including English Language Learners, students with disabilities (w/out the proxy benefit), poor, Black and Hispanic students, as shown in

the chart above. The challenge becomes greater each year, as, unlike the requirements for state accreditation, pass rate expectations for AYP increase very year to the year 2014, when most are 100%.

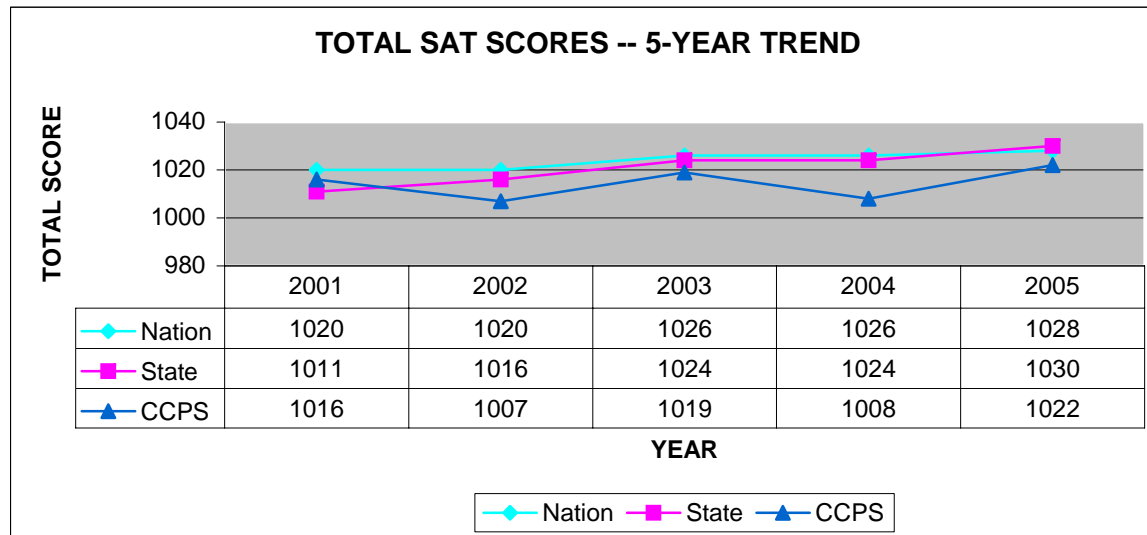
Every Chesterfield School has achieved SOL-based state accreditation, but not all have maintained it once achieved. State accreditation is a measure of the extent to which schools have achieved a 70 – 75% student pass rate in the core areas of English (reading and writing) and mathematics, and a mixed pass rate of 50% at 3rd grade for history and science and a 70% pass rate in grades 5 through high school.

Number of CCPS Schools Achieving Full State Accreditation	2003-04	2004-05	2005-06	2006-07
	91%	95%	100%	97%

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends Driving the Plan *Student Achievement of Subgroups & Comparisons to State and Nation*

SAT results for CCPS students are flat and fail to consistently meet or exceed state and national levels. These assessments are critically important for students' acceptance to college, and signal a readiness for college-level work, whether in college or in the workplace, a level which is becoming increasingly necessary regardless of post-secondary path chosen. The division began paying for the administration of the PSAT, a preliminary assessment to the SAT, again in 2005-06 with the intention of providing valuable practice to students to increase these scores and to serve as an identifier of students ready for Advanced Placement (AP) and Dual Enrollment coursework.



CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends Driving the Plan *Population Growth and Change*

The County and its school-aged population are growing and becoming more diverse. The population of the County has grown from 248,000 in 1997 to 306,000 as of 2007. In addition, the County's demographics are also changing, mirroring in many ways changes nationwide, and becoming more diverse both ethnically and economically. The white population has declined as a percentage of the total population, as the percentage of Blacks and Hispanics in the County has grown by 15%. Additionally, the mean age of the County population has increased from 35 to 36 in a five-year period, and the percentage of households with no school-aged children stands at 60%. This aging population could be a benefit to the school system, as volunteers and part-time paid employees; conversely, it will also have increased needs of its own and may compete with the school-aged population for County resources. The County is also becoming more mixed economically, with the percent of students eligible for free and reduced priced lunches growing from 18% in 1996 to 22% in 2005-06.

The September 30, 2006 enrollment of 57,930 was 1,180 students higher than the previous year. From 1996 to 2000 enrollment growth averaged approximately 400 students per year. From 2001 to 2005 the average growth was 1,100 students per year. An analysis of enrollment trends indicates that in the near term significant annual growth will continue. Within the next five to seven years, growth should moderate for a short period of two to three years. However, beyond that point, both birth and kindergarten enrollment data indicate significant growth will re-emerge. The rate of the enrollment growth that the school division experienced during the last five years is significantly higher than it was in previous years. Significant enrollment increases are being experienced at the high school level and account for approximately 50% of the total growth. This is largely due to the significant influx of elementary students in the mid- 1990s. Within the next five to seven years, we should see overall growth moderate as those students move through the system. However, the growth at the elementary level this year again represents approximately 50% of the total growth. Therefore, moderate increases will be short-lived, for only two to three years, with significant growth returning beyond that point.

Thirty-five of Chesterfield County's 59 public schools functioned above 100% capacity in 2006-07, and 284 classroom trailers were needed to accommodate the number of students served. Pressure on elementary schools will ease with the opening of two new elementary schools in the fall of 2007. Middle schools are the most consistently overcrowded; two new middle schools scheduled to open in 2008 will provide some relief. A replacement for Clover Hill High School is also planned.

This growth in student populations has meant that schools have been in continuous use for as many as 65 years, with the attendant costs of maintenance and conversions for technological changes such as HVAC and computers and internet access. Almost half of our schools – 26 – were originally built before 1970; all but 24 have been added to since being built, some numerous times, in an attempt to keep pace with the student population.

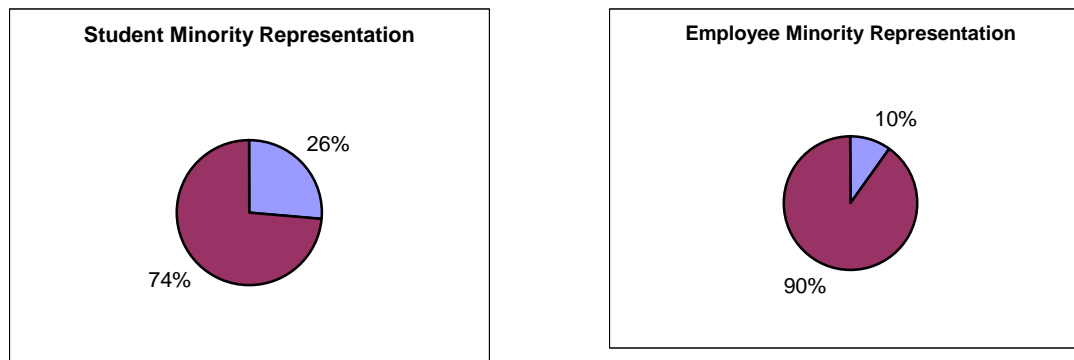
The County Administrator provides to the Superintendent annually a projection of the funding available to the School Board for capital needs. This funding consists of “pay-as-you-go” dollars referred to as the Capital Improvement Plan (CIP) Reserve, cash proffers negotiated at the time of rezoning to help defray the capital costs associated with the resultant development, and the capacity to issue general obligation bonds of the County. The capacity is determined in accordance with fiscal policies of the Board of Supervisors. Debt service on bonds issued by the County on behalf of the School Board is included in the School Board’s operating budget adopted annually. For FY2008-2012, funds available through the CIP Reserve total \$51,766,600; cash proffers are estimated at \$16,494,800; and debt capacity is \$153,943,400. In addition, funds are transferred to the CIP from other sources as needed for specific projects. These funds include state technology funds of \$1,851,500, state construction funds of \$821,500, and food service funds of \$758,500.

Again reflecting trends in the region and the nation, the school system faces increasing difficulty and complexity in its efforts to recruit and retain more highly qualified and diverse teachers and other critical staff, like bus drivers and trades persons, in a tight labor market. To attract and retain teachers, the School Board committed to a three-year adjustment to raise the mid-range of the teacher salary scale, and to continue to maintain its relative place in the regional wage market for teachers.

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends Driving the Plan *Population Growth & Change*

In response to the increased diversity of the student population, the School Board also adopted measures to monitor the diversity of instructional staff. The chart below shows the gaps between the diversity of students and instructional staff for 2006-07.



The percentage of students in need of English language services has been rising consistently for several years. The chart below shows the number of English language learners served in 2002 – 03 and in 2006 - 07. These services have been provided only in certain schools through center-based instruction but, with the increased numbers throughout the County, a school-based model will be used in the future, with students remaining in their home school, supported by their own communities.

English Language Learners	2002-03	2004-05	2006-07
	1,116	1,594	2,076

The number of elementary and middle school students who are eligible for free and reduced priced lunches is based on the level of family poverty (Chesterfield does not use the federal free lunch program at high school). The number of these students has grown in the past eight years, while the percentage they represent of the student population has remained stable at or slightly above one-fifth, as shown in the table below.

Students Eligible for Free and Reduced Priced Lunches	2000-01	2002-03	2004-05	2006-07
	8,552 (21%)	8,624 (22%)	8,874 (22%)	9,084 (22%)

The Virginia Department of Education, in partnership with the U.S.D.O.E. has notified Chesterfield County Public Schools, along with many other school divisions, for the past four years that it must address its over-identification of Black students for special education services, as shown in the chart below. A complete overhaul of the Child Study process, targeted toward providing help to struggling students prior to consideration for the special education eligibility process, has been developed and piloted in five elementary schools, with additional schools being added for 2007-08.

	2004			2006		
	% of Student Population	% of MR population	% of ED population	% of Student Population	% of MR population	% of ED population
White	65%	45%	59%	65%	40%	59%
Black	26%	55%	41%	26%	54%	37%

SOURCE: DOE reports January 2004 and 2006.

Another issue of disproportionality the system is currently addressing is the under-identification of Blacks and Hispanics for gifted services. New initiatives, being conducted jointly with the College of William and Mary's Center for Gifted Education, to identify and support potentially gifted minority students in early grades has been piloted and is being expanded, which should begin to influence the numbers identified in the years ahead.

	2005-06	
	% of K-8 Student Population	% Identified as Gifted K-8
White	64%	91%
Black	28%	7%
Hispanic	8%	2%

CCPS Design For Excellence 2007-2013 Strategic Plan

Needs Assessment: Trends Driving the Plan *Population Growth & Change*

The number and percentage of students long-term suspended or expelled is a reflection of the extent to which our students live by and demonstrate the core values of respect, responsibility, honesty and accountability. It is also a reflection of the School Board's policies and judgment toward infractions of the *Code of Student Conduct*. These students, however, ultimately need to be successful academically and personally, and may need greater personal attention and connection in their home school or alternatives to the traditional school day and year to complete the requirements for a diploma.

	2004-05	2005-06	2006-07
Long-term suspended	188	223	175
Expelled	55	40	40

Additional options for continuing to serve these students and meet their needs, has become a necessity in Chesterfield County Public Schools. Currently, there is an alternative high school, the Connections program, and home instruction; the numbers served in each are shown below. An additional alternative day program for middle school students who have been long-term suspended or expelled is being added for the 2007-08 school year, to be housed at Chesterfield Community High School. Numbers indicate that further expansion of these services and program will be needed if the system is to avoid increased numbers dropping out of school.

	2002-03	2004-05	2006-07
Served in Home Instruction	144	162	176
Served at Community High	342	307	351
Served through Connections	104	110	114

CCPS Design For Excellence 2007-2013 Strategic Plan

Key Measures and Targets for Achievement

For the purposes of monitoring implementation and progress on the goals and objectives of the Design for Excellence, the School Board adopted key measures of success and targets for their achievement intended to provide evidence of progress on the plan goals and objectives.

Once the key measures were approved by the Board in December 2006, a Target Setting Advisory Committee with representatives of internal and external stakeholders was established to determine levels of performance on the key measures being sought over the six years of the plan. The advisory committee recommended two targets on each measure; one considered proficient achievement and the other advanced. The targets apply to all students and to the performance of each NCLB subgroup of students, regardless of the size of the subgroup.

For measures that were less quantifiable, where no baseline data existed, or where any amount of gain would be considered progress, no targets were set.

This section describes the measures, the targets adopted, and those measures for which no targets were established but on which gains are sought and progress will be monitored. The charts provide the current status for all students, the proficient target and the advanced target for the measure, and the current status for each No Child Left Behind subgroup of students (shaded in green).

CCPS Design For Excellence 2007-2013 Strategic Plan

Key Measures and Targets for Achievement

Goal 1: Academic Excellence

1. Percentage of students who graduate in four years with a standard or advanced diploma

Rationale: Receipt of one of these diplomas means that a student has successfully completed a course of study prescribed by the Commonwealth of Virginia. It is the positive measure where drop-outs are the negative. Subgroup data are not available from the state for this measure at this time.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
84%	85%	90%

2. Percentage of elementary schools offering instruction in a world language.

Rationale: One of the five 21st century skills identified for CCPS is global connections, including multi-cultural awareness. Elementary instruction in language acquisition is supported by a considerable body of research as most effective. Awareness and appreciation of other cultures at the elementary level is increasingly important as the County and student population become more diverse and the world's interconnections become closer.

Elementary - Current Status	Proficient Level of Achievement	Advanced Level of Achievement
6%	100%	None set

3. Percentage of middle school students enrolled in world language.

Rationale: See above

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
23%	25%	50%
Subgroup Status		
Black	15%	
Hispanic	17%	
White	27% - Proficient	
Economically Disadvantaged	10%	
Students with Disabilities	4%	
English Language Learners	9%	

4. Percentage of 8th graders who have taken and successfully completed Algebra I.

Rationale: Higher levels of and broader exposure to different types of mathematics is increasingly important to success in the labor market and to the economy in general. More jobs in emerging fields require mathematical thinking and problem solving skills. Algebra I is an essential foundational course for most high school level mathematics courses.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
35%	70%	85%
Subgroup Status		
Black	19%	
Hispanic	12%	
White	43%	
Economically Disadvantaged	5%	
Students with Disabilities	10%	
English Language Learners	13%	

5. Percentage of graduates who have earned Advanced Placement, International Baccalaureate or Dual Enrollment credit or earned Industry Certification.

Rationale: Students benefit in the transition from high school to post secondary work and higher education if they have experienced success in that level of work while in high school. Industry Certifications earned while in high school give students an advantage in the workforce and the courses cited here are accepted for college credit and provide a seamless transition for students and an economy for parents. *(NOTE: Current count does not include Industry Certification)*

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
42%	50%	70%
Subgroup Status		
Black	20%	
Hispanic	29%	
White	50% - Proficient	
Economically Disadvantaged	6%	
Students with Disabilities	21%	
English Language Learners	na	

6. Percentage of graduates who have earned Industry Certification.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
Subgroup Status		
Black		
Hispanic		
White		
Economically Disadvantaged		
Students with Disabilities		
English Language Learners		

7. Percentage of students taking an Advanced Placement course who earn a score of 3 or better.

Rationale: A score of 3 or better (out of a possible five points) is the minimum required by many colleges and universities for acceptance as college credit and suggests that a student has mastered sufficient content in these courses for demonstrating college level work.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
66%	65%	75%
Subgroup Status		
Black	36%	
Hispanic	65% - Proficient	
White	69% - Proficient	
Economically Disadvantaged	na	
Students with Disabilities	92% - Proficient	
English Language Learners	71% - Proficient	

8. Percentage of graduates who have taken and passed a course online.

Rationale: Much adult learning and training in the future will be accomplished through online course work so one of the 21st century skills that students can demonstrate while in high school is to experience success with this adult learning format. Online coursework can also develop and strengthen students' skills of self-direction and help alleviate overcrowding in our schools.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
Subgroup Status		
Black		
Hispanic		
White		
Economically Disadvantaged		
Students with Disabilities		
English Language Learners		

9. Percentage of seniors enrolled in a mathematics course at or above the level of Algebra II.

Rationale: Research demonstrates that the single best predictor of post secondary success, regardless of whether the student goes to college, to work or into the military, is having taken a rigorous mathematics course in their senior year.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
63%	75%	85%
Subgroup Status		
Black	56%	
Hispanic	59%	
White	67%	
Economically Disadvantaged	Na	
Students with Disabilities	19%	
English Language Learners	33%	

10. Percentage of graduates who have earned an Advanced or International Baccalaureate diploma or Commonwealth's Scholar seal.

Rationale: These most rigorous diplomas or seals suggest that students have prepared themselves for postsecondary success by pursuing and achieving in rigorous coursework throughout high school.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
55%	65%	75%
Subgroup Status		
Black	38%	
Hispanic	32%	
White	62%	
Economically Disadvantaged	Na	
Students with Disabilities	12%	
English Language Learners	17%	

11. Percentage of students reading on grade level as indicated by passing SOL tests in reading

Rationale: Reading is one of the original three R’s of education. Reading comprehension of both fiction and increasingly non-fiction is a core skill for success in any post secondary endeavor and essential for continuous learning. Reading achievement is thus a criterion for school accreditation as well as making adequate yearly progress under the federal *No Child Left Behind Act*. The proficient target for reading is set at the state expectation for accreditation; the advanced target is set at the *No Child Left Behind* benchmark for 2013, the final year of this plan.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
87%	70%	93%
Subgroup Status		
Black	79% - Proficient	
Hispanic	78% - Proficient	
White	92% - Proficient	
Economically Disadvantaged	76% - Proficient	
Students with Disabilities	67%	
English Language Learners	67%	

12. Percentage of students demonstrating grade level mastery of mathematics, as indicated by passing SOL tests.

Rationale: While mathematics is another of the original three R’s of education, higher levels of and broader exposure to different types of mathematics is increasingly important to success in the labor market and to the economy in general. More jobs in emerging fields require mathematical thinking and problem-solving skills. The proficient target is set at the state expectation for accreditation; the advanced target is set at the *No Child Left Behind* benchmark for 2013.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
77%	70%	91%
Subgroup Status		
Black	64%	
Hispanic	68%	
White	83% - Proficient	
Economically Disadvantaged	61%	
Students with Disabilities	54%	
English Language Learners	66%	

13. Percentage of students demonstrating grade level mastery of writing, as indicated by passing SOL tests in writing.

Rationale: Writing is widely considered the best demonstration of a student’s ability to think about their learning and to organize their thinking. The proficient target is set at the state expectation for accreditation; there is no writing proficiency expectation under *No Child Left Behind*.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
92	70	91
Subgroup Status		
Black		
Hispanic		
White		
Economically Disadvantaged		
Students with Disabilities		
English Language Learners		

CCPS Design For Excellence 2007-2013 Strategic Plan

Key Measures and Targets for Achievement

Goal 2: Safe and Supportive Learning Environment

14. Percentage of students who demonstrate the core values by having committed no infraction for which they are suspended or expelled.

Rationale: Character building is an essential component of any educational endeavor pursuing excellence. The CCPS core values of respect, responsibility, honesty and accountability are critical components of the culture and curriculum in Chesterfield County Public Schools.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
86%	85%	90%
Subgroup Status		
Black	76%	
Hispanic	86% - Proficient	
White	89% - Proficient	
Economically Disadvantaged	90% - Advanced	
Students with Disabilities	78%	
English Language Learners	97% - Advanced	

15. Percent of students judged to be obese.

Rationale: Reports of rising national obesity rates are frequent and consistent. Obese young people are more likely to remain obese into adulthood and to suffer from obesity-related disease and disabilities.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
18% ??		
Grade-Level Status		
Kindergarten	14.4%	
Third Grade	19.8%	
Seventh Grade	20.2%	
Tenth Grade	18%	

CCPS Design For Excellence 2007-2013 Strategic Plan

Key Measures and Targets for Achievement

Goal 3: Knowledgeable and Competent Workforce

16. Percentage of minority representation among instructional staff.

Rationale: As the County as a whole and the student population in its public schools becomes increasingly diverse, so must its instructional staff. This diversity of staff has implications for role models for students, cultural competence of students and faculty, and community trust and investment. The student population of CCPS is 36% minority.

Current Status	Proficient Level of Achievement	Advanced Level of Achievement
11% instructional staff; 36% student population	15%	20%

CCPS Design For Excellence 2007-2013 Strategic Plan

Key Measures and Targets for Achievement

Measures to be monitored for progress but for which no targets have been established:

17. Number and percentage of at-risk students enrolled in CCPS preschool opportunities
18. Number of alternative education slots available to students
19. Evidence of division employees engaged in learning opportunities
20. Learning opportunities provided for parents and the community
21. Volunteers and partnerships with schools and the school division
22. Citizens engaged in working with the School Board and Superintendent on matters related to student success
23. Engagement of Advisory Boards of parents, students and citizens in matters important to student success

CCPS Design For Excellence

2007-2013 Strategic Plan

Goal 1

Goal 1: Academic excellence for all students	Objective 1.1: To prepare students through high expectations and rigorous coursework to become citizens who are self-directed with 21st century skills
Strategy 1.1.1 Align and continuously upgrade the CCPS curriculum to reflect evolving 21st century knowledge and skills (technological competency, digital-age literacy, global connections, inventive thinking and effective communication)	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Define with teachers and central staff the five strands of 21st century skills at each grade level and in each content area <input type="checkbox"/> Revise the CPRs and pacing guides to incorporate the 21st century content into the SOL-based content and to align with the <i>Rigor and Relevance Framework</i> <input type="checkbox"/> Develop a strategic communication campaign to create understanding and support among parents, employees, students and the community for 21st century skills and self-direction in the curriculum and in individual courses of studies
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Develop model lesson plans and identify needed instructional materials and resources <input type="checkbox"/> Develop assessments and standardized rubric models for all subject areas that reflect 21st century knowledge and skills, self-direction and habits of mind <input type="checkbox"/> Train teachers K-12 in the revised CPRs, pacing and assessments
2009-2010	<input type="checkbox"/> Continue to train and coach teachers
2010-2011	
2011-2012	
2012-2013	
Strategy 1.1.2 Use instructional practices that promote students becoming self-directed learners	
Annual Actions:	
2007-08	
2008-09	
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Create a committee of teachers and administrators to identify instructional practices that thwart self-direction for elimination and those that support self-direction for staff development and adoption <input type="checkbox"/> Implement recommendations of the instructional practices committee, beginning with awareness and staff development
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement an assessment continuum for grades K-12 that reflects connections between 21st century knowledge and skills and self-direction with traditional content and includes student self-monitoring activities as part of the assessment approach <input type="checkbox"/> Contract with students annually to set individualized learning goals <input type="checkbox"/> Identify/develop and provide courses that can be delivered in a variety of methods that enhance self-directed learning
2011-2012	

2012-2013	
Strategy 1.1.3 Prepare and support every student to succeed academically in the most rigorous coursework	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Emphasize a Balanced Literacy Model for language Arts K-12; identify reading and writing requirements by grade level in training and materials across the curriculum <input type="checkbox"/> Adopt a new literacy textbook for grades K-5 <input type="checkbox"/> Provide vertical training for all teachers utilizing AP and IB strategies so that those strategies can be employed in classes at all levels and raise the level of rigor for all students <input type="checkbox"/> Create and implement a process by which teachers and central staff audit the extent to which every student is experiencing rigorous expectations and relevance in all core subjects courses at every level
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Work with local Community Colleges to identify ways to expand dual enrollment offerings and to prepare more students for success in dual enrollment courses <input type="checkbox"/> Conduct training in the use of reading and writing across the curriculum that is required for all staff <input type="checkbox"/> Examine policies and practices by which students are assigned to classes by level to raise expectations of rigor for every student <input type="checkbox"/> Design additional pathways to more rigorous courses for all students, including gifted or potentially gifted students <input type="checkbox"/> Evaluate the impact and results of the CCPS preschool programs for planning possible expansion <input type="checkbox"/> Evaluate the impact of the Johns Hopkins Strategic Reading Initiative to grade 6 and in grade 9
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Develop traditional and non-traditional assessments and common standardized rubric models for all subject areas that reflect rigorous expectations and relevance; beginning training in the use of such assessments
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Continue training and piloting use of new assessments; expand use based on pilot results
2011-2012	
2012-2013	
Strategy 1.1.4: Teach and assess 21st century knowledge and skills (technological competency, digital-age literacy, global connections, inventive thinking and effective communication) appropriately in all curricular areas K –12	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/>
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/>
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Develop an approach for integration of culture and language in grades K-8 tied to our CCPS curriculum and define proficiency goals <input type="checkbox"/> Designate at least one world language for each elementary school as a focus for cultural competence and some language acquisition; design and implement an exploratory model for world language in middle school utilizing 21st century technology tools for self-directed learning <input type="checkbox"/> Identify best practices of schools here and elsewhere that reflect excellence and demonstrate applications of 21st century learning content and concepts and determine which are best suited for use in CCPS <input type="checkbox"/> Continually evaluate course offerings for 21st century applicability, and develop and provide courses that close any identified gaps in content <input type="checkbox"/> Provide ongoing professional development on teaching mathematics for understanding to elementary teachers <input type="checkbox"/> Expand high school mathematics offerings to reflect various post-graduate options for students
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Provide on-going professional development to all teachers focused on the integration of mathematical thinking (higher level thinking, problem solving, statistics, data analysis) into specific content areas

2011-2012	<ul style="list-style-type: none"> ❑ Develop or select assessments that measure 21st century skills and assist teachers with incorporating them into their classroom assessment system ❑ Consider a local graduation requirement of four years of mathematics in high school
2012-2013	<ul style="list-style-type: none"> ❑ Require year-end projects at selected grades that demonstrate 21st century knowledge, integrate curricular area content, and require self-direction ❑ Staff each elementary school with a world language teacher whose responsibilities include teaching the designated language(s) and assisting other teachers with the integration of language and culture into all subject matter
Strategy 1.1.5 Blend rigor and relevance into the curriculum to prepare students for 21st century careers and continuously changing workforce expectations	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> ❑ Develop an on-going means of providing parents, students and guidance and other staff with information about the changing requirements and opportunities of the evolving workforce and implications for post-secondary choices ❑ Examine options for expanding career/technical education offerings for students, including establishing a second center or expanding the existing center ❑ Expand online learning opportunities for all students and provide guidance to all students to take at least one course online ❑ Expand programs of study in comprehensive high schools that blend academic and career/technical objectives leading to immediate employment or two year technical degree programs
2008-09	<ul style="list-style-type: none"> ❑ Establish partnerships with Community Colleges and businesses to infuse relevance into curriculum changes and provide meaningful real world experiences to students ❑ Continuously examine the need for new offerings in career and technical education that reflect broad workforce shifts ❑ Examine ways to expand student internship opportunities in emerging or growing fields ❑ Explore options for providing teachers opportunities to experience 21st century work in growing or emerging fields to inform classroom instructional techniques and content
2009-2010	
2010-2011	<ul style="list-style-type: none"> ❑ Consider adding successful completion of an online course as a local graduation requirement
2011-2012	
2012-2013	

CCPS Design For Excellence 2007-2013 Strategic Plan

Goal 1

Goal 1: Academic excellence for all students	Objective 1.2: To close achievement gaps and foster equity for all student groups identified in the federal <i>No Child Left Behind Act</i>
Strategy 1.2.1 Implement inclusive practices for students in all <i>No Child Left Behind</i> subgroups and for students who learn differently	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> ❑ Support schools in the implementation of school-wide models that have been proven to result in increased academic achievement of all student groups (e.g. Expeditionary Learning/Outward Bound; High Schools That Work/Making Middle Grades Work; International Baccalaureate/Middle Grades IB/Early Years IB) ❑ Embed intensive reading, writing and vocabulary instruction in all content areas in elementary, middle, and high school, using proven, effective strategies ❑ Infuse pre-kindergarten programs for at-risk students with an intensive focus on language development and vocabulary ❑ Reexamine the identification process for elementary accelerated mathematics, middle school honors placements and gifted education and revise the criteria appropriately to expand their inclusiveness ❑ Update the division’s plan for reducing disproportionality in special education and expand the number of schools using the revised Child Study protocol ❑ Build on previous efforts to expand staff development for teachers in assessment and instructional practices that acknowledge diverse learning styles and differentiation of instruction
2008-09	<ul style="list-style-type: none"> ❑ Assess and revise the current curriculum to ensure that it honors diverse cultures and life experiences of students ❑ Create a Superintendent’s Advisory Council on minority student achievement made up of diverse stakeholders ❑ Develop and disseminate an <i>Advocacy Handbook for Parents</i> that assists them in effectively advocating for the educational needs of their children; work with each school to develop, implement, and review a community outreach program based on the <i>Advocacy Handbook for Parents</i> ❑ Provide diagnostic testing in core subjects to students new to CCPS who come with limited academic documentation for proper placement and provision of support services ❑ Expand alternative educational and instructional settings that meet the diverse learning needs of an increasingly non-traditional population (e.g. online learning, alternative day schedules, etc.) ❑ Develop alternative elementary schools (e.g. language immersion, learning styles, primary years IB, etc.) that provide choices for students to develop strengths and talents beyond traditional gifted identification
2009-2010	
2010-2011	
2011-2012	
2012-2013	

Strategy 1.2.2 Increase the number of students among all NCLB subgroups enrolled in elementary mathematics acceleration, middle school honors and algebra, and AP, IB, and dual enrollment courses in high school

Annual Actions:

2007-08	<ul style="list-style-type: none"> ❑ Conduct a study of the use of levels in high school courses as they relate to academic achievement and opportunity in Chesterfield and in other high schools of excellence; use results to adopt and implement a policy that increases opportunities for students to work and attain at rigorous levels ❑ Broaden and standardize criteria for honors course designation and for student placement in honors, AP, IB and dual enrollment programs ❑ Examine ways to strengthen school-based gifted programs and implement changes in content and delivery to ensure that these students are achieving at the highest levels
2008-09	<ul style="list-style-type: none"> ❑ Identify, where they exist, and remove barriers to minority student participation in specialty centers, transition programs, IB, dual enrollment, AP and pre-AP, and summer enrichment ❑ Extend the length of the school day and explore additional options for increasing instructional time for the study of advanced level courses ❑ Evaluate, refine and expand <i>Project Clarion</i> for potentially gifted but unidentified subgroups of students ❑ Actively recruit minority student participation in specialty centers, transition programs, IB, dual enrollment, AP and pre-AP, and summer enrichment ❑ Expand offerings of and enrollment in courses that prepare students for success in AP and Dual Enrollment classes
2009-2010	
2010-2011	
2011-2012	
2012-2013	

Strategy 1.2.3 Develop and disseminate information division-wide that creates a common understanding of and response to student achievement gaps

Annual Actions:

2007-08	<ul style="list-style-type: none"> ❑ Report progress of students in NCLB subgroups and implications of that progress for revisions to strategic plans during the annual review and update process for schools' improvement plans
2008-09	<ul style="list-style-type: none"> ❑ Track cohorts of students and their progress from year to year in order to assess the effectiveness of instruction and intervention programs for all students ❑ Adopt a definition of achievement and opportunity gaps and a conceptual framework for promoting equity and high achievement for all students; create an awareness/information campaign to disseminate these products system-wide
2009-2010	<ul style="list-style-type: none"> ❑ Report NCLB subgroup data, regardless of group size (less than 50) ❑ Use various and multiple venues (e.g. cable talk shows, Superintendent's Community meetings) to explain data and solicit parental, employee and community support for changes necessary to close achievement gaps ❑ Make data on student sub-group performance available/accessible to parents via technology (e.g. websites, the CCPS cable channel)
2010-2011	
2011-2012	
2012-2013	

Strategy 1.2.4 Establish in each school a Pyramid of Interventions (and Safety Nets) with a specific focus on increasing the achievement of students in all NCLB subgroups	
Annual Actions:	
2007-08	<input type="checkbox"/> Provide a division-wide model of <i>Pyramids of Intervention</i> that demonstrates the significant components of these intervention systems <input type="checkbox"/> Provide training to schools in the content, purpose and participation of staff in an effective <i>Pyramid of Intervention</i> <input type="checkbox"/> Use acceleration models (versus remedial) that include enrichment strategies and activities for students that fall behind academically
2008-09	<input type="checkbox"/> Provide technical assistance to schools in establishing <i>Pyramids of Intervention</i> tailored to the specific needs to the school <input type="checkbox"/> Monitor the use of established <i>Pyramids of Intervention</i> in each school, and provide assistance where needed <input type="checkbox"/> Monitor data on in and out of school suspension and other behavioral and academic indicators for the impact of these systems of intervention and revise systems of intervention as needed
2009-2010	
2010-2011	
2011-2012	
2012-2013	
Strategy 1.2.5 Restructure the content and delivery of services to English language learners	
Annual Actions:	
2007-08	<input type="checkbox"/> Provide English Language instruction to most ELL students in their home elementary and middle schools, with training and support of staff and faculty in the schools <input type="checkbox"/> Expand the number of ELL centers from two to four high schools <input type="checkbox"/> Develop and implement a differentiated curriculum and instruction for students based upon their literacy and education in their first language
2008-09	<input type="checkbox"/> Continue to support the new model, making refinements as needed
2009-2010	<input type="checkbox"/> Evaluate the results of the new model on student achievement and make adjustments as needed
2010-2011	<input type="checkbox"/>
2011-2012	<input type="checkbox"/>
2012-2013	<input type="checkbox"/>
Strategy 1.2.6 Conduct a comprehensive evaluation of the current content and delivery of services to students with disabilities to identify and make needed improvements	
Annual Actions:	
2007-08	<input type="checkbox"/> Prepare an RFP for the comprehensive evaluation of these services by a credible outside organization; award a contract for a study to begin in 2008-09
2008-09	<input type="checkbox"/> Receive interim findings and make interim adjustments
2009-2010	<input type="checkbox"/> Receive final report and make or plan adjustments
2010-2011	
2011-2012	
2012-2013	

CCPS Design For Excellence 2007-2013 Strategic Plan

Goal 2

Goal 2: Safe and supportive learning environments		Objective 2.1: To enhance student and staff demonstration of core values and citizenship skills	
Strategy 2.1.1 Promote school cultures that create vibrant and varied extra-curricula and positive discipline frameworks that increase every student's connection to and engagement with school and core values			
Annual Actions:			
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Support each school in developing a positive discipline framework tailored to the school's unique needs and which includes research-based strategies for the response to and prevention of bullying and harassment <input type="checkbox"/> Identify and implement effective division-wide instructional alternatives to out-of-school suspension 		
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Embed core values lessons throughout the curriculum and expand core values recognition programs in each elementary, middle and high school <input type="checkbox"/> Task the Superintendent's Student Advisory Council once a year to make recommendations for increasing student connection and engagement <input type="checkbox"/> Administer a survey to high school students (and faculty) this year and every two years thereafter and use the results at the school and division level to monitor and enhance student engagement <input type="checkbox"/> Monitor student participation in Virginia High School league activities and other school-sponsored or supported clubs and activities 		
2009-2010			
2010-2011			
2011-2012			
2012-2013			

Goal 2: Safe and supportive learning environments

Objective 2.2: To provide safe and secure school buildings and operations

Strategy 2.2.1 Monitor and reassess annually the effectiveness of all safety plans and revise as needed

Annual Actions:

2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Establish and fill a Security Officer position for the school system <input type="checkbox"/> Charge each school to establish anonymous venues for students to submit suggestions for enhance school safety <input type="checkbox"/> Complete comprehensive training of new security monitors
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and provide direct instruction on Internet safety to all students in every grade K-12 <input type="checkbox"/> Evaluate the results of CCPS security audits for school-specific and division-wide needs
2009-2010	
2010-2011	
2011-2012	
2012-2013	

Strategy 2.2.2 Maintain existing facilities and reduce school overcrowding

Annual Actions:

2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Complete an annual facilities review and develop a critical needs review <input type="checkbox"/> Develop the Capital Improvement Plan for 2009-2013 to include planning for construction of new facilities and renovation of existing facilities <input type="checkbox"/> Develop School Board portion of the Public Facilities Plan <input type="checkbox"/> Open two new elementary schools <input type="checkbox"/> Complete construction of two new middle schools <input type="checkbox"/> Complete security audits and develop a plan to respond to findings <input type="checkbox"/> Complete installation of security cameras in elementary and middle schools <input type="checkbox"/> Complete an examination of how to make the fullest use of existing facilities to reduce crowding and provide non-traditional alternatives for students who would benefit, including a new purpose for the original Clover Hill High School facility
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Open two new middle schools
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Complete replacement facility for Clover Hill High School
2010-2011	
2011-2012	
2012-2013	

Goal 2: Safe and supportive learning environments

Objective 2.3: To provide safety nets and relationships to ensure student success academically, socially, emotionally and physically

Strategy 2.3.1 Identify and implement additional approaches for meeting the needs of students for whom traditional schedules, settings, and programs have not been successful

Annual Actions:

2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate the Chesterfield Community Academy as an alternative program for middle school students suspended long-term from their comprehensive middle school <input type="checkbox"/> Initiate an alternative program for underperforming 9th graders at the Chesterfield Technical Center
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the impact of these new initiatives <input type="checkbox"/> Provide training in <i>Response to Interventions</i> models of analyzing and addressing student needs in reading and target assistance to schools based on need <input type="checkbox"/> Analyze the reporting of discipline data to enhance its uniformity and dependability between schools
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze existing discipline data to pinpoint groups and characteristics of students needing different approaches to remain in school and be successful; identify effective research-based approaches used effectively elsewhere <input type="checkbox"/> Define appropriate safety nets and alternatives for each level, based on results of meetings, data analysis, priorities, and evaluation of other programs/models; develop budget plan for incremental implementation
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Budget for and implement top priorities for expansion and initiation of approaches
2011-2012	
2012-2013	

Strategy 2.3.2 Build relationships with each student and his or her parents that ensure they have the information, guidance, and support necessary for student success

Annual Actions:

2007-08	
2008-09	
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Provide training and support to staffs for building genuine partnerships between CCPS and parents, especially parents of immigrant and minority children and including creation of inviting environments in schools and central offices <input type="checkbox"/> Verify the inclusion of school and parent/community partnership activities in school improvement plans <input type="checkbox"/> Plan and create a structure for collecting and making available information on effective efforts to internal and external audiences
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Create structures that result in every student being assigned a significant adult whose role it is to ensure that students are included in leadership opportunities, involving mentors from the community <input type="checkbox"/> Assess the feasibility of establishing a resource center for parents and community members in each school that is available during the day and selected evening hours for access to information on such topics as how to help your child succeed, job training and college information
2011-2012	
2012-2013	

Strategy 2.3.3 Promote healthy lifestyles for students and employees

Annual Actions:

2007-08	
2008-09	
2009-2010	<ul style="list-style-type: none"><input type="checkbox"/> Begin to offer gender-separate elective classes at middle and high school to increase the number of females taking activity classes<input type="checkbox"/> Survey staff to identify incentives the system could offer to enhance employee wellness
2010-2011	<ul style="list-style-type: none"><input type="checkbox"/> Assess school meal plans and choices to provide only the healthiest meals to students and staff<input type="checkbox"/> Study the feasibility and desirability of reinstating physical education/health as a required course for all 8th graders
2011-2012	
2012-2013	

CCPS Design For Excellence

2007-2013 Strategic Plan

Goal 3

Goal 3: Knowledgeable and competent workforce	Objective 3.1: To support all employees in the development of individual professional growth plans
Strategy 3.1.1: Implement the Professional Growth and Planning Process (PGPP) with a training and accountability system and periodic evaluation to ensure effective short- and long-term implementation	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the development of teacher competencies and initiate new process with teachers <input type="checkbox"/> Establish a schedule for ongoing/refresher training opportunities for new employees <input type="checkbox"/> Monitor and refine process for administrators
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a process to monitor implementation and hold all staff and supervisors accountable for the PGPP process <input type="checkbox"/> Survey employees and examine PGPP's and School and Departmental Improvement Plans to identify staff development needs <input type="checkbox"/> Include in the training and materials for supervisors and staff the necessity to link individual PGPPs to student achievement through professional learning communities and Department and School Improvement Plans <input type="checkbox"/> Train mentors/team leaders/department chairs to assist principals with evaluation of PGPPs. <input type="checkbox"/> Develop differentiated support to employees at all levels who need help to progress to their next level of leadership <input type="checkbox"/> Complete the development of all other competencies and initiate with affected employees
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the implementation of the new process through the pilot process and use the results to generate additional strategies to enhance effectiveness and efficiency
2010-2011	
2011-2012	
2012-2013	
Strategy 3.1.2: Train all instructional staff in the <i>Rigor and Relevance Framework</i> of the International Center for Leadership in Education to equip them to combine traditional academic content with 21st century knowledge and skills and with relevance to work and life	
Annual Actions:	
2007-08	
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Provide instructional staff and administrators orientation and training in the <i>Rigor and Relevance Framework</i> of the International Center for Leadership in Education
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Provide for technical assistance to schools in incorporating the framework into their improvement efforts
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Continue assistance and training to schools and staff <input type="checkbox"/> Monitor PGPPs for evidence of impact in lesson plans and classroom instruction

2011-2012	
2012-2013	
Strategy 3.1.3: Train employees in and monitor their use of 21st century technological tools in the delivery of instruction and in operations	
Annual Actions:	
2007-08	<ul style="list-style-type: none"> <input type="checkbox"/> Train users to access data available in the IDS/data warehouse effectively <input type="checkbox"/> Train all teachers K-12 in technology integration every year <input type="checkbox"/> Expand the use of <i>Grade Quick</i> and <i>Parent Link</i> <input type="checkbox"/> Implement the <i>InFocus</i> system for certain operational functions <input type="checkbox"/> Provide on-going professional development for elementary teachers in the expected integration of technology instruction and technology tools into all aspects of the curriculum <input type="checkbox"/> Introduce and integrate GIS software as a learning tool <input type="checkbox"/> Initiate online benchmark assessments at middle grades <input type="checkbox"/> Expand the use of <i>Ed Line</i> beyond the pilot schools <input type="checkbox"/> Pilot online SOL testing in elementary schools
2008-09	<ul style="list-style-type: none"> <input type="checkbox"/> Use the established K-5 keyboarding curriculum for keyboarding instruction for all K-5 students <input type="checkbox"/> Develop and implement a plan to deliver instruction in word processing, spreadsheets and presentation software and effective internet research in all classes in grades K-6 <input type="checkbox"/> Complete implementation of <i>In Focus</i>
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement a plan to integrate into the curriculum use of word processing, spreadsheets and presentation software and effective internet research in all classes in grades 9-12 <input type="checkbox"/> Create or expand technology-enriched opportunities for remediation, supplementation, or acceleration (i.e. online world language, modules, homework hotline, podcasting, distance learning tools, etc.)
2010-2011	<input type="checkbox"/>
2011-2012	<input type="checkbox"/>
2012-2013	<input type="checkbox"/>

Goal 3: Knowledgeable and competent workforce		Objective 3.2: To implement structures for learning, dialogue and collaboration in and across schools and departments	
Strategy 3.2.1: Define for CCPS and implement the 'professional learning community' concept as the framework for improvement in all schools and departments			
Annual Actions:			
2007-08	<input type="checkbox"/>	Train all administrators and Department Heads/Lead Teachers on the principles of Professional Learning Communities and steps to effectively implementing and operating them	
	<input type="checkbox"/>	Identify and provide resources needed to support groups in implementation.	
	<input type="checkbox"/>	Identify schools for paired work as professional learning communities and structure time for them to meet and work together	
2008-09	<input type="checkbox"/>	Develop teacher expertise in the development and use of common grade-level or departmental standardized rubrics and self-assessments for evaluating student performance	
2009-2010			
2010-2011			
2011-2012			
2012-2013			
Strategy 3.2.2: Create structures that enable employees to better support the effective transition of students pre-kindergarten through post-secondary			
Annual Actions:			
2007-08			
2008-09			
2009-2010			
2010-2011			
2011-2012	<input type="checkbox"/>	Build bridges (quality, research-based transition activities) between elementary, middle and high schools so teachers understand and can anticipate the connections within the curriculum in their work	
2012-2013	<input type="checkbox"/>	Implement regularly scheduled and more formalized feeder pattern meetings between administrators, teachers, students and parents in elementary, middle and high schools	

Goal 3: Knowledgeable and competent workforce		Objective 3.3: To develop and maintain a diverse workforce committed to students' success in school and beyond high school	
Strategy 3.3.1: Establish workforce diversity and cultural competence as priorities for all employees to ensure employees who are highly successful with diverse students populations			
Annual Actions:			
2007-08			
2008-09			
2009-2010	<ul style="list-style-type: none"> <input type="checkbox"/> Establish an awareness and training program in cultural competence that operates on a continuous basis for all employees <input type="checkbox"/> Establish recruiting goals that include an emphasis on increasing diversity in the workplace <input type="checkbox"/> Identify and provide to schools and departments training and materials for use in enhancing the cultural competence of employees <input type="checkbox"/> Assess the need for a mentoring/outreach network for minority employees <input type="checkbox"/> Hire an external marketing firm with specific experience and success to craft recruitment messages effective with diverse audiences <input type="checkbox"/> Strategically target recruitment strategies (i.e., add more recruitment efforts at historically black colleges and universities, participation in minority career days) and nontraditional recruitment sources (i.e., faith community, local support groups, etc.); train a diverse group of teachers to aid in recruitment programs 		
2010-2011	<ul style="list-style-type: none"> <input type="checkbox"/> Insure that all central departments and schools address diversity and cultural competence in their improvement plans, handbooks and other policy instruments <input type="checkbox"/> Develop a workforce profile using demographic data by school and subject area and how it reflects diversity at all levels, in all schools, in all teaching areas, and in all support staff; update annually and report broadly. <input type="checkbox"/> Develop and implement or more fully utilize initiatives to attract and prepare minorities and all prospective teachers to teach in CCPS (i.e., alternative licensure program, "Teachers for Tomorrow"). <input type="checkbox"/> Use the findings of an improved Exit Survey and focus group/advisory committee to recommend practices to reduce attrition of faculty and staff who are members of under-represented groups 		
2011-2012			
2012-2013			
Strategy 3.3.2: Establish employee recognitions that are meaningful to our employees			
Annual Actions:			
2007-08			
2008-09			
2009-2010			
2010-2011			
2011-2012	<ul style="list-style-type: none"> <input type="checkbox"/> Collect information from other school divisions, other government agencies, and the private sector on employee recognition programs and activities that are feasible in CCPS <input type="checkbox"/> Convene a group of employees from all employee groups to determine those approaches that have the greatest appeal to CCPS employees 		
2012-2013	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare budget and other planning inputs necessary to implement new initiatives for employee recognitions 		

CCPS Design For Excellence 2007-2013 Strategic Plan

Goal 4

Goal 4: Community investment in public schools		Objective 4.1: To engage families, partners, volunteers and citizens with employees in learning initiatives	
Strategy 4.1.1: Create a process and template for schools to use in identifying school and student needs that could benefit from partnership and volunteer assistance			
Annual Actions:			
2007-08			
2008-09			
2009-2010	<input type="checkbox"/> Collect data on current partnership possibilities/needs from existing resources, e.g., School Improvement Plan call-in surveys, Title I paper surveys, Student Advisory groups, PTA Schools of Excellence certification, etc.		
2010-2011	<input type="checkbox"/> Identify successful partnership models such as advisory committees and councils, The Chesterfield Public Education Foundation, Communities In Schools, the PTA, the office of Business and Government Relations, and School Improvement Teams for use in developing new partnerships		
2011-2012	<input type="checkbox"/> Identify needs and resources from stakeholders; match CCPS needs with stakeholder groups <input type="checkbox"/> Design and use assessment tools to determine the effectiveness of and satisfaction with and by partners		
2012-2013	<input type="checkbox"/>		
Strategy 4.1.2: Create and use multiple venues for two-way communication and information-sharing within CCPS and with the community			
Annual Actions:			
2007-08	<input type="checkbox"/> Launch a redesigned CCPS Website that makes information more easily accessible to parents and the community and that spotlights Web-based linkages to prominent partners <input type="checkbox"/> Develop an Annual Report of the school division to be distributed along with a newly formatted Parent Handbook <input type="checkbox"/> Expand use of <i>Parent Link</i> to additional schools <input type="checkbox"/> Conduct an audit of communications structures and processes; use results to develop and implement a comprehensive communication plan <input type="checkbox"/> Expand the use of school communications to share information with parents about Board initiatives (school Web sites and newsletters) <input type="checkbox"/> Develop an effective structure for gathering, updating, and sharing information internally and externally about successful programs and efforts across all areas of endeavor (partnerships, extracurricular activities, support services, etc.).		
2008-09	<input type="checkbox"/> Pilot a method of training and using a staff position to work within school feeder patterns to build partnerships between the schools and communities and businesses, based upon the Communities In Schools model; build in a method for determining the effectiveness of the pilot		
2009-2010	<input type="checkbox"/> If partnership staffing pilot is successful, expand to additional feeder patterns		

2010-2011	
2011-2012	
2012-2013	
Strategy 4.1.3: Examine and adopt activities and programs successful for other school divisions in increasing family participation and engagement with schools and the school system (e.g. The "Family University Network" model from Newport News)	
Annual Actions:	
2007-08	
2008-09	
2009-2010	<input type="checkbox"/> Establish a team from across the school division to collect and evaluate information on these programs and to identify those most likely to be successful in CCPS
2010-2011	<input type="checkbox"/> Implement those with the highest potential
2011-2012	<input type="checkbox"/> Evaluate new initiatives for their effectiveness and need for revisions
2012-2013	
Goal 4: Community investment in public schools	Objective 4.2: To engage the community with the Board and Superintendent on matters critical to student success
Strategy 4.2.1: Build on the Board's public engagement experiences to include regular sessions with internal and external partners, including students, over a two-year period	
Annual Actions:	
2007-08	<input type="checkbox"/> Use the community-based process to establish attendance zones for two new middle schools <input type="checkbox"/> Communicate and acquire community feedback on the <i>Design for Excellence – The 2007-2013 Strategic Plan for Continuous Improvement and Vision Achievement</i>
2008-09	<input type="checkbox"/> Enhance the working relationship between the Board and the Chesterfield Public Education Foundation
2009-2010	
2010-2011	
2011-2012	
Strategy 4.2.2: Examine methods of public engagement used by other school divisions for adoption by CCPS	
Annual Actions:	
2007-08	<input type="checkbox"/> Collect information from other school divisions on their practices
2008-09	<input type="checkbox"/> Consult national organizations
2009-2010	
2010-2011	
2011-2012	

CCPS Design For Excellence 2007-2013 Strategic Plan

Plan Management and Monitoring

The successful implementation of the Design for Excellence will determine the extent to which it results in continuous improvement and vision achievement. Management of the plan and its effective implementation depend upon an assignment of responsibility and systemic oversight, described here.

Overall management of plan implementation and monitoring results will be the responsibility of the Superintendent and his Executive Team. Within that responsibility, individual members of the Executive Team have been assigned specific responsibility for strategies in the plan that fall within their respective departments.

The Assistant Superintendents for Instructional Support and Instructional Administration will ensure that individual school improvement plans reflect the goals, objectives and strategies included in the plan and focus on progress on the approved key measures of success. All assistant superintendents will ensure that two-year departmental plans for their areas of responsibility reflect the role of central departments in effective plan implementation. This will be ensured through the established planning process as well as monitoring of each plan's development.

Annual reporting on the plan's key measures of success and the extent to which targets have been attained on each of those measures will inform the School Board and the community of progress on the plan's goals and objectives.

The table on the following page shows the assistant superintendent assigned responsibility for implementing and monitoring the strategies within the plan and the phased timeline for focusing on each strategy across the six years of the plan. These assistant superintendents will also be responsible for insuring that anticipated funding needed to implement the annual actions will be proposed in the school division's budget for the appropriate fiscal year, and for proposing adjustments as necessary to reflect future budget realities. A bold **X** depicts when a strategy will be a division-wide focus; a smaller x indicates that activities have begun or will continue during that time period.

Timeline and Responsibilities for Implementing the *Design For Excellence*

#	Strategy	Responsibility and Year of Focus			
		Responsibility	2007-09	2009-11	2011-13
Goal 1: Academic Excellence for all students – 21st Century skills, self-direction					
1.1.1	Align and continuously upgrade the CCPS curriculum (written, taught, and tested) to reflect evolving 21 st century knowledge and skills	Instructional Support	X	x	x
1.1.2	Use instructional practices that promote students becoming self-directed learners	Instructional Support		X	x
1.1.3	Prepare and support every student to succeed academically in the most rigorous coursework	Instructional Administration Instructional Support	X	x	x
1.1.4	Teach and assess 21 st century knowledge and skills K-12 appropriately in all curricular areas K-12	Instructional Support		X	x
1.1.5	Blend rigor and relevance into the curriculum to prepare students for 21 st century careers and continuously changing workforce expectations	Instructional Support	X	x	
Goal 1: Academic Excellence for all students – Closing Gaps					
1.2.1	Implement inclusive practices for students in all NCLB subgroups and for students who learn differently	Instructional Support	X	x	x
1.2.2	Increase the number of students among all NCLB subgroups enrolled in Advanced Placement, International Baccalaureate and Dual Enrollment courses	Instructional Administration	X	x	x
1.2.3	Develop and disseminate information division-wide that creates a common understanding of and response to student's achievement gaps	Instructional Administration	X	x	x
1.2.4	Establish in each school a <i>Pyramid of Intervention</i> including safety nets with a specific focus on increasing achievement of students in all NCLB sub-groups	Instructional Support	X	x	
1.2.5	Restructure the content and delivery of services to English Language Learners	Instructional Support	X	x	x
1.2.6	Conduct a comprehensive evaluation of the current content and delivery of services to students with disabilities	Instructional Support	X	x	x
Goal 2: Safe and Supportive Schools					
2.1.1	Promote school cultures that create vibrant and varied extra-curricula and positive discipline frameworks that increase every student's connection to and engagement with school and our core values	Instructional Administration	X	x	x
2.2.1	Monitor and reassess annually the effectiveness of all safety plans and revise as needed	Community Relations Human Resources	X	x	x
2.2.2	Maintain facilities and reduce school overcrowding	Business & Finance	X	x	x

		Human Resources			
2.3.1	Identify and implement additional approaches for meeting the needs of students for whom traditional schedules, settings and programs have not been successful	Instructional Administration	X	x	x
2.3.2	Build relationships with each student and his/her parents that ensure they have the information, guidance, and support necessary for student success	Instructional Administration		X	x
2.3.3	Promote healthy lifestyles for students and employees	Business & Finance Human Resources	x	X	x
Goal 3: Knowledgeable and Competent Workforce					
3.1.1	Implement the Professional Growth and Performance Planning process with a training and accountability system and periodic evaluation to ensure effective short- and long-term implementation	Human Resources	X	x	
3.1.2	Train all instructional staff in the <i>Rigor and Relevance Framework</i> of the International Center for Leadership in Education to equip them to combine traditional academic content with 21 st century knowledge and skills and with relevance to work and life	Instructional Support		X	x
3.1.3	Train employees in and monitor their use of technology tools in the delivery of instruction and in operations	Instructional Support	X		
3.2.1	Define for CCPS and implement the professional learning communities concept as the framework for improvement in all schools and departments	Human Resources	X		
3.2.2	Create structures that enable employees to better support the effective transition of students pre-kindergarten through post-secondary	Instructional Administration			X
3.3.1	Establish workforce diversity and cultural competence as priorities for all employees to ensure employees who are highly successful with a diverse student population	Human Resources		X	x
3.3.2	Establish employee recognitions that are meaningful to our employees	Human Resources			X
Goal 4: Community Investment					
4.1.1	Create a process and template for schools to use in identifying school and student needs that could benefit from partnerships and volunteer assistance	Community Relations		X	x
4.1.2	Create and use multiple venues for two-way communication and information; sharing within CCPS and with the community	Community Relations	X		
4.1.3	Examine and adopt activities and programs successful for other school divisions in increasing family participation and engagement with schools and the school system	Instructional Administration		X	x
4.2.1	Build on the School Board's public engagement experiences to include regular sessions with internal and external partners, including students, over a two-year period	Board Clerk			X
4.2.2	Examine methods of public engagement used by other school divisions for adoption by CCPS	Board Clerk	X		

X depicts when a strategy will be a division-wide focus; x indicates that activities have begun or will continue

CCPS Design For Excellence 2007-2013 Strategic Plan

Expenditures by Priority Goal

Executive Summary

The achievement of the four priority goals established in the Design for Excellence must govern everything we do in Chesterfield County Public Schools. To this end, the approved FY2009 financial plan totaling \$603,094,800 and 7,524.7 FTEs and \$609,338,600 and 7,624.8 FTEs in FY2010 in the school operating fund has been developed to support these four goals and the associated objectives:

ACADEMIC EXCELLENCE FOR ALL STUDENTS

- Implement a plan to close achievement gaps and foster equity for all student groups identified in No Child Left Behind
- Enhance competency in reading and mathematics
- Prepare students through high expectations and rigorous coursework to become citizens who are self-directed with 21st century skills
- Introduce 21st Century skills – technology, effective communication, digital age literacy, inventive thinking and global connections – into current curriculum

SAFE, SUPPORTIVE AND NUTURING LEARNING ENVIRONMENTS

- Enhance student and staff demonstration of core values and citizenship skills
- Provide safe, secure school buildings and operations
- Provide safety nets and relationships to ensure student success academically, socially, emotionally and physically

KNOWLEDGEABLE AND COMPETENT WORKFORCE

- Support all employees in the development of individual professional growth plans and create professional learning communities guided by mutual commitment to academic achievement
- Develop diverse workforce committed to students success in school and beyond high school

COMMUNITY INVESTMENT IN PUBLIC SCHOOLS

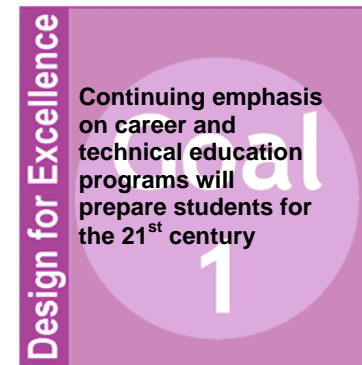
- Engage families, partners, volunteers and citizens in learning initiatives
- Engage community with board and superintendent on matters critical to student success



ACADEMIC EXCELLENCE FOR ALL STUDENTS

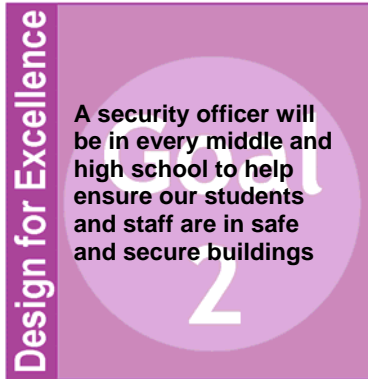
We expect and must be prepared for considerable student growth in the next two years – nearly 1,000 new students each year at a cost of \$1.3 million in the first year and \$3.1 in the second year. Services to special populations will be maintained and we will address growth in those programs each year at an increased cost of \$2.3 million, including twenty (20) additional special education teaching positions, fifteen (15) special education instructional aides, and six (6) ESOL teachers. Also included here are additional teachers (6) and materials for the center-based gifted programs at Robious and Midlothian middle schools as well as funding for a primary years, International Baccalaureate program at Weaver and Evergreen elementary schools. One measure of success for the goal of academic excellence is the expansion of world language instruction at the elementary and middle school levels. Currently, we have seven elementary schools engaged in world language instruction; in FY2009, we plan to add staff for an additional six elementary schools. The net cost of this initiative will be about \$240,000. The most critical needs for textbook adoptions will be addressed in the areas of elementary language arts and science, and secondary ESOL, as well as funding for additional advanced placement, dual enrollment, and International Baccalaureate classes (an increase of \$2.0 million). Application and enrollment data for the Technical Center suggests that its current schedule is unable to meet student demand. An initiative introduced in this budget would add an afternoon/evening shift to meet student needs and more effectively utilize the CTC building and equipment. The plan for a second shift adds nine (9) teaching positions at a cost of \$450,000 for FY2009.

Chesterfield continues to be the largest participating division in both the Maggie Walker Governor's School and the Appomattox Regional Governor's School. Increased tuition for these schools as well as the Math/Science Innovation Center will be an additional cost of \$371,000 next year. The State Comprehensive Services Act requires local governments and School Boards to collectively serve mandated populations. The School Board's 35% of the costs incurred for this effort will increase about \$60,000.



SAFE, SUPPORTIVE AND NUTURING LEARNING ENVIRONMENTS

A primary objective for this goal is to provide safe and secure school buildings and operations. To address this objective, we will open two new middle schools in the fall of 2008 to help address the continuing growth. The initial cost of opening the new schools, including staffing (instructional and support) as well as utilities and supplies is estimated at \$2.6 million. This budget also includes the addition of thirteen (13) security officers together with uniforms and related training at a cost of about \$370,000. These staff will be assigned to middle schools. Ten (10) additional custodians, supplies, services and replacement service vehicles, included in this budget at a cost of \$1.2 million, are needed to maintain a service level that supports appropriate learning environments. As we continue to grow, there is also a need to address classroom furniture and cafeteria tables for additional students as well as replacements for unusable furniture. This budget allocates an additional \$500,000 to purchase safe and functional furniture for our classrooms. The school division has an agreement to buy some of its services from the County, such as accounting, purchasing, and grounds personnel, nurses, and student resource officers for our schools. For FY2009, the cost of these services will increase about \$2.8 million.



Our capital improvement program, funded primarily with bond proceeds from the referendum passed in 2004, has provided new and renovated facilities over the years, but at the same time requires significant principal and interest payments. For FY2009, an additional \$4.1 million is required for our debt service with another \$688,000 budgeted in FY2010. There is a reduction in funding available for the CIP reserve in FY2009 of \$3.5 million.

KNOWLEDGEABLE AND COMPETENT WORKFORCE

It is the policy of the Chesterfield County School Board and County Government to establish and maintain a coordinated compensation system that is internally and externally equitable and will allow Chesterfield County Public Schools to attract, motivate and retain qualified employees at all levels of service and that is consistent with budgetary restraints. The compensation plan for FY2009 represents the third year of the three year plan to bring salaries to the local market average. The approved budget includes a four percent (4%) increase for graded employees who are at grade 39 or above and who have not reached the maximum of their range. It includes a six percent (6%) increase for graded employees who are at grade 38 or below and have not reached the maximum of

Executive Summary

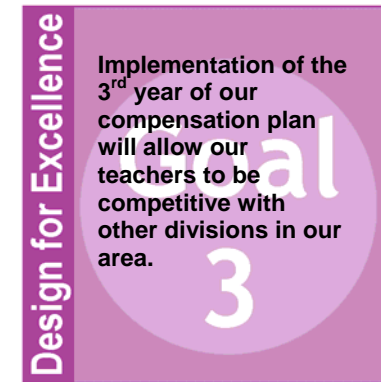
Expenditures by Priority Goal

their range. The increases for teachers' salaries in the approved budget range from 4.1% to 8.1% based on placement on the teacher scale. A longevity increase of two percent (2%) is provided for employees whose salaries exceed the range maximum or those who have reached the top of the teacher scale. The cost of this plan for FY2009 represents an increase of \$19.9 million over FY2008. For FY2010, a total of \$7.2 million has been included for salary increases for all employees.

In 2007, the School Board approved a single vendor, AIG VALIC, for the 403(b) Tax Sheltered Annuity and 457(b) Deferred Compensation Plan as a result of the procurement process. This decision was based, in large part, on recent legislation that prompted school divisions to reduce the number of vendors they sponsor. One of the advantages to employees was that one vendor created a platform for a company match, based on availability of funds. This budget includes a company match from Chesterfield County Public Schools of a maximum of \$10 per month toward the 403(b) plan. The 403(b) plan was chosen because it permits employees to contribute the maximum annual deferral limit without regard to the company match. This company match on the 403(b) plan is estimated to cost \$731,000 in each of the two years and is intended to support employees in their efforts to save for retirement in addition to encouraging additional employees to begin to save.

Payments to the Virginia Retirement System on behalf of our employees will decrease \$3.6 million due to a decrease in the rate from 18% to 14.93%. Likewise, the rate for group life insurance has decreased from 1.0% to .89% resulting in a reduction in payments of nearly \$300,000. The rates remain the same for FY2010. Federal law also requires the school system to make its contribution to the social security system on behalf of our employees, requiring an additional \$400,000 for FY2009 and \$300,000 in FY2010. With regard to total compensation, this plan also includes the School Board's continued significant contributions on behalf of its employees for health care at an increased cost of \$4.3 million in FY2009 and \$5.8 million in FY2010. This increased cost includes \$1.3 million to fund the first year of the revised retiree health care changes approved in December 2007.

There is one other savings related to salaries reflected in the FY2009 budget. A \$1.8 million reduction in salaries between FY2008 and FY2009 is a direct result of resignation and retirement activity between the two years. Often, primarily with retirements, the new hire for a position comes in a significantly lower salary. With our large workforce and the number of retirements and resignations occurring each year in CCPS, the savings can be significant from one year to the next.



COMMUNITY INVESTMENT IN PUBLIC SCHOOLS

Our community is a rich source of relationships for our students and staff and we value the investment made by our many community groups, including the Chesterfield Public Education Foundation, the faith community, the Committee on the Future and others. The School Board began formal public engagement sessions two years ago to glean more input from our citizens. The Superintendent's community forums began in the fall a year ago and were held in each magisterial district detailing the strategic plan for achieving excellence in our schools. For FY2009, this budget includes a position for an education reporter at an estimated cost of \$51,000. The duties of this position would include being an on-camera host and field reporter developing and delivering stories that highlight the successes of our students, staff and schools. This is another way we can engage the community with school division learning initiatives. The Superintendent and School Board believe everyone in Chesterfield County has a role to play in public education and these activities are avenues for our community to invest in an excellent education for our young people.



CCPS Design For Excellence 2007-2013 Strategic Plan Curriculum Management Audit Report Summary

A Curriculum Management Audit© is basically an “exception” report. That is, it does not give a summative, overall view of the suitability of a system. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. Recommendations are then provided accordingly to help the district improve its quality in the areas of noted deficiency.

With a new superintendent, the school division is at a natural point for reviewing, evaluating, and affirming or changing its practices and plans. This juncture is an ideal time to request external review such as that given through the Curriculum Management Audit and its analysis protocol. The audit invitation also expresses the commitment to ongoing improvement on behalf of division and school leaders.

Chesterfield County Public Schools faces numerous challenges, not the least of which is housing its steadily growing student population. Most school systems are facing a tightening of revenues, increasing requirements of the *No Child Left Behind* law, and an increase in the diversity of needs among students. For CCPS, these challenges have not formed obstacles to continued efforts to establish informed focus for improving learning for all students. An emphasis on data-driven decisions and practices and commitment to professional development to help staff members meet the challenges of the decade are noticeable.

The intent of this audit report is to identify areas in which the education program and supporting division operations do not meet audit criteria for effectiveness and to offer reasonable recommendations related to the identified areas of need. The report contains 19 findings, for which auditors have provided eight comprehensive recommendations with actions steps to help bring the specified conditions to a status of congruence with audit standards.

Standard One addresses the overall direction to division administration for management of the educational program and system operations. Policy direction is in need of updating and revision, primarily because desired policies are absent or are not specific enough to provide the direction needed. Policy direction is lacking in several crucial areas such as curriculum management, student assessment and program evaluation, and the budget development process. Updating and/or clarifying policies will provide clearer direction to division leaders and to the organization as a whole. Increasingly, the division's six-year strategic plan is used to guide decision-making in several areas of operation and is adequate in design to provide a clear focus for decisions. School improvement plans are, for the most part, well linked to the plan. Technology and capital improvement plans have been developed, but they do not have all components for necessary direction. Not all department plans are integrated well with the six-year plan to provide a cohesive focus of effort over time. Analysis of the current organizational chart revealed problems in areas of span of control, chain of command, logical grouping of functions, scalar relationships, and full inclusion. However, the auditors also found that most job descriptions are strong.

The auditors concluded that, for the majority of employees, the school system's policy manual provides inadequate guidance for personnel evaluations and does not address state requirements. Staff directives for administrator evaluations are adequate. However, administrative guidance in both of the current teacher evaluation handbooks does not incorporate the state requirement to establish accountability for student academic achievement and are inadequate. Performance evaluations for the overwhelming majority of teachers and many administrators do not provide feedback required by the state; the feedback that is generated is inadequate to support professional development and other personnel actions.

In **Standard Two** analysis, the auditors found that curriculum management direction is scattered among numerous documents. They identified many elements of planning in the documents, but current documents did not meet audit criteria for planned curriculum management.

CCPS has replaced traditional hard-copy curriculum guides with a variety of online documents and resources. When combined, these documents constitute the written curriculum in the system. Auditors found the scope (availability of written curriculum for the curriculum offered students) of the curriculum to be 100 percent in all content areas at the elementary level, but the scope was less than the minimum audit standard of 70 percent at the middle and high school levels. Overall, across the three levels the scope of the written curriculum is 50.7 percent, which is considered inadequate to direct instruction across all subject areas and courses offered in the schools.

The auditors also found that the quality of the curriculum documents in the Chesterfield County Public Schools was inadequate to facilitate teaching and learning and promote alignment of the written, taught, and tested curriculum. The existing guides lack the precision and specificity between the objectives, assessments, resources, and teaching strategies, needed to enhance teacher preparation and curriculum delivery. In analyzing the documents for deep alignment, the

auditors used the areas of Mathematics and English Language Arts for review. They found some areas of deficiency in areas of English Language Arts and Mathematics guides, materials, and assessments especially selected as samples for this analysis. Auditors focused on internal consistency within the curriculum as well as cognitive complexity.

The auditors found that supplemental programs in Chesterfield County Public Schools are generally not systematically designed, implemented, and evaluated to provide alignment with the curriculum and to increase student achievement.

Standard Three involves analysis of connectivity within the system and rational equity within the educational program. They review information about staff development as a critical means for connecting the written curriculum with the classroom and for enhancing the quality of job performance among all staff members of the organization. Professional development is clearly valued in the CCPS. Auditors heard that message from persons in all roles. However, they found that the planning of professional development is inadequate to clarify needs and prioritize time and resources in providing the training opportunities. With minimal Board policy guidance for planning or implementing professional development, and no comprehensive staff development plan, professional development planning and delivery is fragmented across the system and at school sites. Some offerings have included overlapping, duplicative sessions from the various departments within the division. No systematic approach for following up with support to implement skills learned and to evaluate the impact, especially on student achievement, is in place.

The auditors visited classrooms in all schools during their visit. The purpose of these brief walkthrough visits was to obtain a “snapshot view” of what instruction and student learning activities look like across the division. They noted a lack of variation in instructional practices and found that, for the most part, the instruction did not reflect the expectations communicated by the Division. The predominant instructional strategies involved direct instruction to a full class, whole group student activities, and seat work. Certainly, numerous examples of collaborative student activities, small group instruction, and hands-on learning strategies were observed too; but these were not in the numbers expected, given the messages in both interviews and documents of value placed on differentiated instructional practices. If the brief observations across the system are representative of daily instruction, the variation in strategies expected is not occurring. Auditors also took note of the available computers in classrooms for student use in learning. They saw only 22.5 percent of the available computers being used for instruction, though the emphasis placed on technology for instruction and learning would suggest more use.

Under Standard Three, the audit uses two terms with specific meaning: *equality*, which means exactly the same; *equity*, which refers to differences based on need or fairness. Issues of disparity and disproportional representation also fall into the category of *equity*. The audit team noted several examples of inequities in the Chesterfield County Public Schools. The data analyzed showed inequities in the student discipline practices. Black and Hispanic students and males are more likely to receive more severe penalties. Black and Hispanic students are substantially under-represented in higher level classes

and programs, while they are over-represented in Special Education and Title I programs. Auditors found that “ability” grouping (tracking) at early ages exacerbates the imbalance of minority students in higher level classes and programs. Further, Black and Hispanic students are substantially more likely to be retained than their White classmates. All of the racial/ethnic subgroups except White are under-represented among both the faculty and the administration of the Chesterfield County Public Schools when compared with the racial/ethnic distribution of the student populations.

Obtaining feedback to use in ongoing decision-making at all levels of the school organization is the focus of **Standard Four**. The auditors found that use of student data is an emerging practice at the division and school levels, even without a formal plan for student assessment and program evaluation. There are no established and consistent procedures or protocols for effective decision-making regarding curriculum and instruction for the improvement of student achievement or for the adoption, review, modification, or deletion of supplemental or intervention programs

The audit looks at the assessments available for the curricular areas offered in a school system, or the scope of assessment. The scope of formal student assessment in the Chesterfield County Public Schools is inadequate across all grade levels. At the elementary level, the scope of assessment is 100 percent in English Language Arts and Mathematics but inadequate in other areas. At the middle school level, the scope of assessment is 100 percent in Social Studies but below the 70 percent level required for adequacy in all other areas. The high school scope of assessment was inadequate in all content areas. All assessments administered district-wide to all students are state-required tests and district-developed benchmark assessments for state tested courses.

CCPS students perform at or above the state average on most *SOL* tests in Grades 3, 5, and 8, and the overall performance is increasing. Student performance on the high school *SOL* and *End of Course tests* is increasing in all subject areas and is near or slightly above the state average in most subject areas. The percent of students performing in the Advanced Proficient level of the *SOL* and the *EOC* tests is increasing in many grade levels and subject areas and is equal to or greater than the state average in the Advanced Proficient level.

However, when data were disaggregated by gender, ethnicity, and socioeconomics, problems were identified that need solutions. In general, female students perform at a slightly higher level than male students in most grade levels and subject areas. Socioeconomically disadvantaged students consistently perform at lower levels than the district average in all subject areas and grade levels. That achievement gap is projected to close from one year to never in Grades 3, 5, and 8. Black and Hispanic students consistently perform lower than Whites in all grade levels and subject areas. Their achievement gap is projected to close from one year to never. Limited English proficiency students consistently perform at a lower rate than the division average in all subject areas and grade levels. Student performance on the *SAT* is stable and slightly above the national average, but below the state average. Achievement gaps identified by the auditors, in general, are not projected to

close unless significant changes occur. This finding constitutes a major alert for the CCPS school system, as well as for individual schools.

The auditors found that although board policy direction is inadequate and no formalized assessment plan exists to direct the use of data in improving student achievement, the division collects and disseminates an abundance of data that are used by many administrators and teachers. These data are used to inform instruction in teachers' daily and weekly planning, for example, and to plan for improving student performance on state and national tests. The use of data has received attention in recent years at the school and division level, and auditors observed a commitment among administrators and teachers to continue this emphasis because they are now at the stage where they see and experience the benefits of data use in the process of instruction.

The audit review under **Standard Five** emphasizes productivity, or the capacity of the organization to improve results over time, given the same or reduced revenues. Among the factors included here are the budget development process, interventions (programs or practices) to target specific needs for change in order to improve results, and the facilities/support services of the organization. The auditors found that current budget development and decision-making processes of the Chesterfield County Public Schools do not yet provide tight linkage between the resources provided and system goals and priorities, nor do they systematically include data from program evaluations. Reportedly, there are informal considerations of student data when making decisions, but the process is not formalized to ensure that data-based decisions are made when determining allocations. The budget development process does not meet audit expectations as currently practiced.

The auditors found that at both school division and school site levels, the steps in selection, planning, monitoring, and evaluating are not systematically included in the design at the point of the original intervention decision-making. Most interventions noted were specific programs, but some interventions included actions or changes in ways of conducting a specific service or activity. However, regardless of the change or the intervention chosen, auditors were provided no evidence of any evaluation measures and the associated data being used consistently in determining the continuation, expansion, modification, or termination of interventions.

Housing the growing student population is one of the biggest challenges facing CCPS. With over 300 trailers being used as classrooms, and no sign of relief in sight, the auditors particularly looked at the planning processes and criteria. The auditors determined that the Chesterfield County Public Schools' long-range facility planning meets seven of eight audit standards. However, construction continues to run behind growth, in part due to the variations used in projecting student enrollment. The current Capital Improvement Plan has several facility needs missing in its content, and projection variations between those of the Division and those used by the Planning Commission and Board of Supervisors continue. Nevertheless,

auditors found most schools well maintained and in good condition to serve students and teachers although several of the classroom trailers face specific challenges in security, communications, and technological capacity.

Overall, the audit team found the motivation and intent of professionals in the Chesterfield County Public Schools to be student-centered and forward-looking. The Division holds periodic feedback sessions in which parents, community members, and staff participate together to discuss issues of critical importance to education in CCPS. Most classrooms visited by auditors were cheerful, pleasant settings focused on learning. Auditors sensed a professional pride among both division and school staffs as they visited and interviewed. However, some visual indicators of needs for teacher support in teaching to an increasingly diverse student group were noted. Some staff opinions reflected implicit socioeconomic biases and resistance to the economic as well as ethnic changes in the school communities, implying that these are the “excuses” for some students not learning. Research clearly shows that these circumstances are simply barriers to be overcome, and that they can be overcome with aligned curriculum, effective teaching practices, and system- and community-wide support for improve student achievement. With the professional backgrounds, experience, and commitment of so many division and school leaders and staff members, the auditors firmly believe that the Chesterfield County Public Schools will move to higher levels of excellence.

The PDK/CMSi audit team has suggested numerous steps for improving all areas in which the current status precluded meeting audit criteria. While additional actions might be developed by the division administration and staff to implement these recommended changes, most of the recommendations that have been offered have a history of success in similar school systems. The first step is for the Superintendent to develop a work plan for responding to the findings and recommendations. With eventual approval by the Board and active implementation over the next three to five years by the administration, this blueprint can bring organization effectiveness and student achievement to new heights.

CCPS Design For Excellence 2007-2013 Strategic Plan Communication Audit Review

Audit Process

Took a snapshot of what you are doing, listened, studied where you are headed, analyzed current activities, and recommended changes.

Findings and observation points

- Supportive community respects CCPS educators
- Growth and changing demographics are positive and challenging
- Operational communication is one of the best of the 100 audits we conducted in the past 10 years. You may be doing too much
- Strategic communication effort needs more attention
- Recent engagement efforts and follow-through are a plus
- Excellent support is given to principals during a crisis
- Community and business leaders want to know more about challenges
- Internal communications inconsistent; everyone need to communicate
- Design for Excellence needs its own communication plan
- Electronic information is praised; you need more

Recommendations

- Call a communication time-out; focus on what should stay and what should go
- Strategic planning and issue framing – you need to fill that void
- Opinion leader networks and technology can be powerful force
- Improve internal communication through e-communication, acknowledge that you need a culture of communication within the Division, and then make it happen through training and accountability

- Keep improving all e-communication efforts
- Brand the look of CCPS communication vehicles
- Do more with non-parent publics
- Enhance relationships with county government officials
- Help parents help their kids
- Smooth a few ruffled feathers with the media

What can Board members do?

- Ask for a strategic communication plan and see where you fit in
- Whenever you approve something major, ask how it will be communicated in the short- and possibly long-term
- Serve as a content conduit for your Division by always reporting feedback that you receive so it can serve as content for e-communication efforts
- Strive to speak with one voice when talking about CCPS
- Continue your authentic engagement efforts and make sure you “close the loop” with participants
- Working with your superintendent, consider assembling a committee or task force for communication and engagement efforts to monitor progress and future development of the communication effort. Meetings could be once a quarter or every other month
- Continue to be visible with your community to people continue to know that CCPS is in good hands
- Strive to collaborate with county government officials
- Continue to engage with business, community, and “faith-based” leaders on key future issues